

DOCUMENT RESUME

ED 167 285

PS 010 440

TITLE Texas A & I University Child Development Associate Training Materials: Book A. Competency B: Advancing Physical and Intellectual Competence in Young Children.

INSTITUTION Texas A and I Univ., Kingsville.

SPONS AGENCY Office of Child Development (DEEW), Washington, D.C.; Texas Migrant Council, Inc., Laredo.

PUB DATE [78]

NOTE 252p.; Filmed from best available copy; For related documents, see PS 010 438-439, and PS 010 441-444

EDRS PRICE MF-\$0.83 HC-\$14.05 Plus Postage.

DESCRIPTORS *Biculturalism; *Bilingual Education; Bilingual Teachers; Child Care Workers; Cognitive Development; Cognitive Style; Early Childhood Education; Handicapped Children; Language Development; Mexican Americans; Migrant Child Education; Motor Development; *Performance Based Teacher Education; Physical Education; Postsecondary Education; *Preschool Teachers; *Skill Development; Spanish Americans; Spanish Speaking; Training

IDENTIFIERS *CDA; *CDA Competency 2; Child Development Associate; Texas (South)

ABSTRACT

This volume, the third in a series of seven, contains the eight learning modules which focus on the second Child Development Associate (CDA) competency, advancing physical and intellectual competence in young children, in the performance-based curriculum of the Texas A & I Bilingual Bicultural Child Development Associate Training Program. The curriculum was designed for training preschool teachers working with Spanish dominant migrant children, from age 3 to school entrance age, in South Texas. The competency covered in this volume consists of four functional areas and their subdivisions: physical (motor development; handicapped children), cognitive (cultural values and cognitive styles; cognitive styles; teaching strategies), language (language skills in the first language; language as a second language), and creative. There is a learning module for each of the subdivisions of the functional areas. A module includes (1) an explanation of how it is to be completed; (2) a description of the performance objectives; (3) a pre-assessment instrument; (4) three alternative cycles of learning activities, each cycle divided into four skill areas (diagnostic, prescriptive, implementation, assessment); (5) a narrative of information about the functional area; (6) the script for filmstrip to be used with the module; and (7) a post-assessment instrument. (EH)

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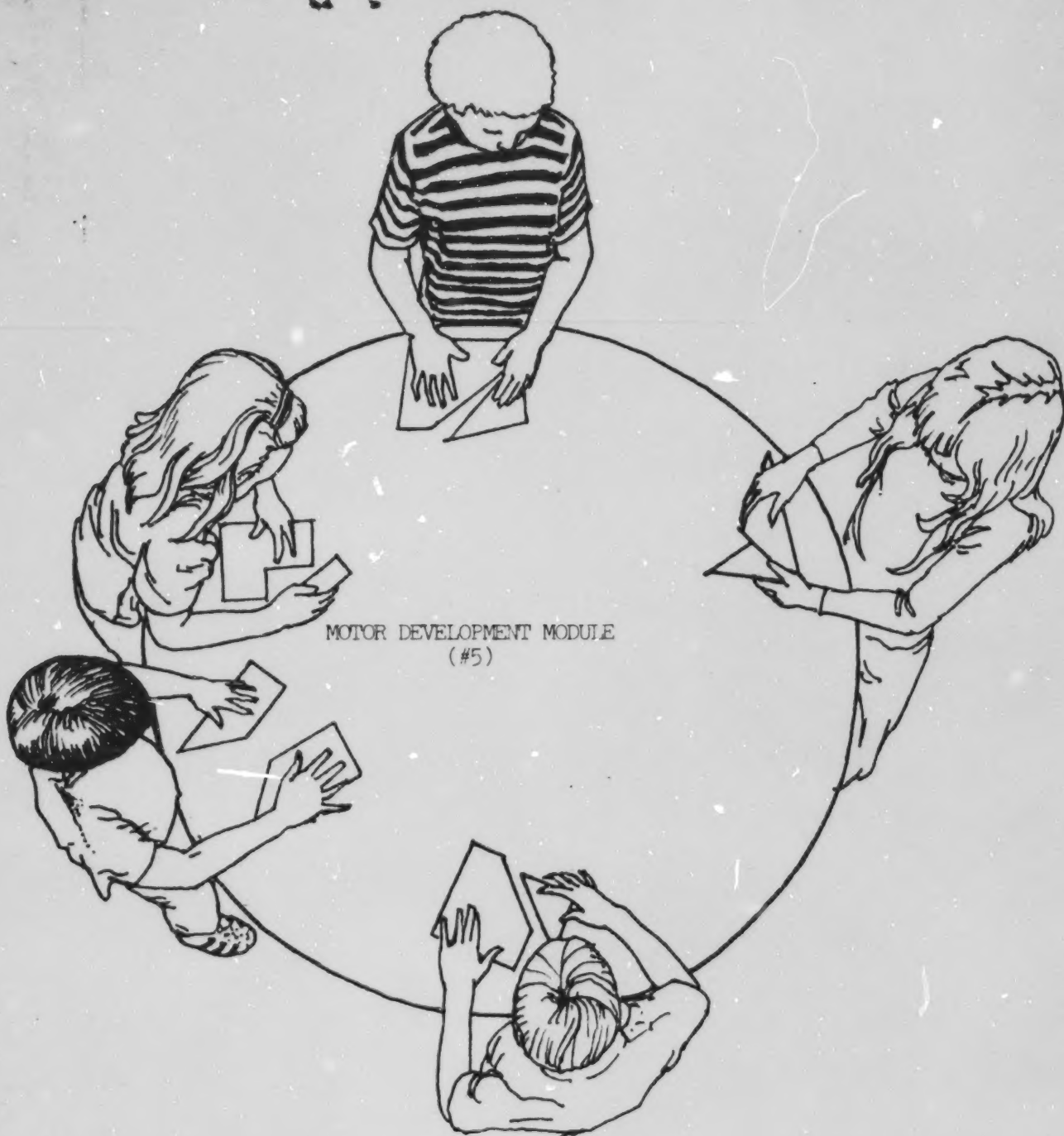
TEXAS A&I UNIVERSITY
CHILD DEVELOPMENT ASSOCIATE
TRAINING MATERIALS

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BOOK
B

COMPETENCY B: ADVANCING PHYSICAL AND INTELLECTUAL COMPETENCE IN YOUNG CHILDREN

PS 010440



TEXAS A&I UNIVERSITY
KINGSVILLE, TEXAS

MODULE CONTENT

Completing the Module (steps to follow)

Performance Objectives

Pre-Assessment

Learning Activities

Module Narrative

Module Filmstrip Script

Post-Assessment

COMPLETING THE MODULE

To complete this module, you have to demonstrate your ability to do certain things. These things are called performance objectives, and listed as "Module Objectives".

In order to decide what learning activities you need to work on, you need to determine what you already know. In order to determine this, an initial evaluation needs to be made. This initial evaluation consists of the following three steps:

1. The candidate performs a self-evaluation by answering a questionnaire pertaining to this module.
2. The trainer evaluates the candidate based on classroom observations of the candidate.
3. Both the candidate and the trainer come to an agreement as to whether or not the candidate needs to gain further competency in this particular module.

Once you know where you are and where you need to go, with the assistance of your trainer, select one of the three learning activities cycles in this module which will help you gain needed knowledge and skills.

If you feel you are ready for the post-assessment, after completing the cycle of activities, decide on the post-assessment procedure with your trainer. This decision should be made with the advise of your trainer. The next step is to decide on whether or not you are competent in relationship to the performance objectives of this module. This decision should be made in agreement with your trainer.

If found to be competent, proceed to the next module on your work plan. If further training is needed select another cycle of activities or create experiences which you and your trainer feel will help you achieve the objectives of the module.

To summarize

1. Review the objectives of the module.
2. Perform the initial evaluation (pre-assessment)
 - a. The candidate performs self-assessment.
 - b. The trainer evaluates the candidate.
 - c. Candidate and trainer agree on conclusions of assessment.
3. Select the learning activities cycle.
4. Complete the learning activities.
5. Decide on post-assessment procedure.
6. Decide on module competence (post assessment).
7. If found to be competent, proceed to next module on work plan. If further training is needed, select another cycle of activities or create other experiences to help you achieve competency.

PERFORMANCE OBJECTIVES
(MOTOR DEVELOPMENT)

Definition: Candidate provides a variety of appropriate equipment, activities and opportunities to promote the physical development of the children.

This module focuses on the candidate's ability to determine the physical needs (small and large muscle development, coordination, sensory development, etc) of the child. Activities to meet these needs should be planned and implemented.

Objectives:

- The candidate will demonstrate the ability to assess the physical needs of the children in the classroom.
- The candidate will provide materials and equipment to develop large motor skills at appropriate developmental level of the children.
- The candidate will provide equipment and activities to promote the development of the fine motor skills at appropriate development levels of the children.
- The candidate will provide, a variety of rhythm dances, games, materials and activities which promote small and large muscle development.

MOTOR DEVELOPMENT
PRE-ASSESSMENT

Check the answer on the right that most appropriately describes your own actions.

	Never	Sometimes	Usually	Always
1. The teacher assesses the children's motor development.				
2. The teacher matches toys and activities to the child's physical development.				
3. The teacher rotates material in the classroom. (Some materials are not always displayed for use)				
4. The teacher demonstrates proper use of materials and equipment.				
5. The teacher encourages children to use materials and equipment that they shy away from.				
6. The teacher assists the child to determine safety of the equipment.				
7. The teacher provides equipment and activities to promote the development of fine motor skills at the appropriate developmental levels of the children.				

8. The teacher provides equipment and activities to promote the developmental level of the children.
9. The teacher provides, through the child's culture and language a variety of rhythm dances, games materials and activities which promote small large muscle development.

Never	Sometimes	Usually	Always
			/

MODULE

LEARNING ACTIVITIES

Competency: Advancing Physical and Intellectual Competence

Functional Area: Physical

Module: Motor Development

Skill: Identification

Activity # 1

The trainee will read the Physical module of the CDA Bilingual/Bicultural training curriculum.

Activity # 2

The trainee will view the film corresponding to the Physical Module.

CYCLE I

Diagnostic

Activity # 1

Using the formal fine motor observation form (#1), test the children by providing the various materials needed for your observation. These observations should be made for 2 days, at least 20 minutes a day.

Prescriptive

Activity # 2

Evaluate the results and determine which children are having difficulty with a give skill. Construct three lessons designed to increase skill in this area. For example: if the children are having difficulty with scissors think of three activities that involve cutting (i.e. around large shapes, pictures from magazines, confettie, etc.)

Implementation

Activity #3

Over a three week period implement the 3 activities (one per week) that you have designed and use them as part of the children's activities for the week.

Assessment

Activity # 4

Reevaluate the child to assess his ability to cut with the scissors. If the child's skill has increased, proceed to the next area that was spotted as a difficulty area.

CYCLE II

Diagnostic

Activity # 1

Using the informal fine motor observation form (#2), observe the children while working independently in the manipulative area. These observations would be made for 3 consecutive days, at least 20 minutes a day. Check to see if the children use the different pieces of equipment with ease. Note which pieces of equipment the children have difficulty working with. To help the children that had difficulty with certain pieces of equipment, develop three lessons to help them increase their fine motor skills.

Prescriptive

Activity # 2

Evaluating the results (diagnostic # 1) and determine which children are having difficulty with a given skill. Develop 3 lessons designed to increase skill in this area. For example: the children may have displayed difficulty beading beads. Provide the child a series of activities where he can improve his fine motor skills, such as: finger painting and working with clay.

Implementation

Activity # 3

Over a three week period implement the 3 activities (one per week) that you have designed and use these activities in the manipulative area during the children's independent play.

Assessment

Activity #4

Reevaluate the children to assess their ability.

CYCLE III

Diagnostic

Using the informal gross motor observation form (#3). Observe the children for 20 minutes daily for one week during outdoor play. Indicate with a check all areas in which the child displays skill. To insure all skills are displayed you may wish to plan games or activities requiring a specific skill each day. For example: Day 1: you may have

activities that require marching, hopping, sliding, running, etc.,
Day 2: Activities that require throwing and catching, kicking the ball
etc. Check to see if the child can perform the following gross motor
skills:

Prescriptive

Activity #2

Using your results as a guide (diagnostic # 1, Cycle III) evaluate the children and determine which skill is given the most difficulty. Plan 3 activities designed to increase skill in this area. For example: if the child is having difficulty skipping plan 3 lessons designed to increase his mastery of this skill. (i.e. lesson one, hopping on one foot for one hop and then alternate feet; lesson two, take one step and then hop on front foot; lesson 3, step, hop, step, hop gradually increasing speed until a skip is achieved.

Implementation

Activity # 3

Use the lessons you have developed (prescriptive #3) over a three week period, one lesson per week. Be sure the children have mastered the first lesson before moving to the next lesson.

Assessment

Activity # 4

Evaluate the children again using the diagnostic observation (#1, Cycle III) Note the areas with which the children are still having difficulty.

MODULE NARRATIVE
OUTLINE
(MOTOR DEVELOPMENT)

- I. Introduction
 - A. Gross Motor Skills
 - B. Fine Motor Skills
- II. Materials and Ideas
 - A. Gross Motor Activities
 - B. Fine Motor Activities, Perceptual Motor Activities
 - C. Art Activities
- III. Motor Development Observation Forms

INTRODUCTION

Physical development processes cannot be separated from other learning processes. Research shows that there is a clear relationship between a child's motor development, body perception and cognitive learning.

Gross motor skills involve all or part of the body's musculature. When these skills are learned, the child has learned the basic posture and balance skills. The first skill a child learns is sitting. He then learns to crawl, walk, climb, run, etc. (Not necessary in this order). The child must continuously practice these skills which require adjustment of posture and balance.

Gross Motor Skills

The child's primary goal in the development of gross motor skills is the ability to handle the body, or part of the body, as situations demand. This goal is achieved when the child is able to generalize motor responses. A child may generalize motor patterns, or he may learn to respond to specific motor task in a specific manner.

A child must experience motor tasks with many variations to develop generalized motor patterns. Gross motor activities stress the generalization of motor skills and the reinforcement of certain concepts and vocabulary. Some of the gross motor activities are walking board activities, imitation of animal movements, hopping and skipping activities, and pulling and bending activities.

Fine Motor Skills

The child develops fine motor coordination after he acquires his earliest gross motor skills. He gradually refines his movement patterns as more specific muscles required. The refinement of movement patterns require time and careful learning. Fine muscle development is necessary for performing such tasks as manipulating small items, buttoning, tying his shoes, drawing and writing. Most children from disadvantaged backgrounds are proficient in gross motor skills, but many are not ready to handle the fine motor skills necessary for tasks such as writing. Some of the suggested activities to develop fine motor development

include: manipulating puzzles, blocks, beads, and using clothing frames (buttons, snaps, laces, zippers) pasting, tracing, sewing on burlap, coloring, painting, using simple tools. Fine motor skills are also developed as the child performs his daily routine activities.

A child that is immature in one aspect of his behavior is probably immature in others as well. Behaviors such as reflective postures, sitting up, standing, walking, balancing on one foot, hopping on one foot, skipping and others show that the child is learning to understand his own body construction and how the parts work together. There is an expected date when most children achieve these milestones. Each milestone is another sign of maturation and a major factor in predicting classroom performance.

The following motor development chart serves as a guide as to what motor actions a child performs at a certain age.

Approximate Age	Motor Development Milestone	Motor Action
60 months		Skips
50 months		Hops on one foot
32 months		Balances on one foot
15 months		Walks unaided
14 months		Stands unaided
7 months		Sits up unaided
4 months		Rolls over unaided
0-4 months		Tonic neck reflex

Rosner, Jerome, Helping Children Overcome Learning Difficulties

MATERILAS AND IDEAS

I. Gross Motor Activities - for children who have trouble with large muscles activities, coordination and body awareness.

1. Irish Mail - Ride-on toy operated by arm lever; good for a child who can't pedal, but wants to ride around. This toy teaches the difference between pushing and pulling and develop arm muscle.
2. Platforms on wheels - Lying tummy down and moving with arms.
3. Inchworms * - Good for developing leg movements for a child who may have moderate impairment.
4. Krazy Car, Wildrider * - Hand-operated cars; good for the child who can't operate foot pedals.
5. Scooter car - Tot bikes (these are like tricycles but they have no pedals), velocipedes; good as a trainer for tricycle riding. Children do not need reciprocal motion to ride these.
6. 6. Big Wheels * - Children prefer these to tricycles because of their style and color. They have a broad base, are practically indestructible.
7. Metal ride-in cars - Like fire engines, trucks, etc. Good exercise for developing leg muscles, high sides help childten with balance problems.
8. Rocking horse - Good for unsteady child or the child who can't walk develops arm and leg muscles.
9. Rocking boat - Two or more children love to rock back and forth in these boats; can be tipped over and used as stairs.
10. Sticks with horse heads - these horses are fun to ride; a child can walk, trot, or run with them.
11. Rubber belt swings - These swings are easier to keep your balance on than the flat metal swings.
12. Chair swings - Good for a child who doesn't have as much gross motor

- control as his peers. Even if he can't pump, he can be pushed and swing like the rest of his classmates. Because of the bar across the front and the high back, children with balance problems cannot fall out.
- 13.. Double swing - Operated by two people with hands and feet; good exercise for pushing and pulling; a nice lesson in cooperation.
 14. Jumbo cardboard or wooden blocks - For carrying around and building.
 15. Large cardboard tubes - Good for crawling through, rolling on, and sliding.
 16. Old large wire spools - these are for rolling and rolling on. You can get these from electrical wiring companies and telephone companies.
 17. Tires - Good for climbing on, jumping on and throwing things into; sometimes children use them for trucks or gas station play. Can be used as a swing.
 18. Blow-up knock-down toys - Can be fixed with tire patching kit, fun to roll one, roll and knock down because they keep popping back up (e.g., Bobos, Bozos)
 19. Sandbox - Kids who can't walk or who are unsteady can play just like any other child when they're in the sandbox. There are so many things to do with sand: digging, sifting, pouring, making roads and castles.
 20. Child-size snow shovels - Good for developing arm muscles, encouraging dramatic play and gardening.
 21. Large beach balls - For rolling, throwing and catching.
 22. Clutch balls - Balls with ridges for grabbing; easier to hold than hard balls; soft, cozy, fun to throw, safe in a classroom.
 23. Nerf Balls * - Easy to hold and throw; they're lightweight and spongy.
 24. Bean bags - Good for throwing at a target.
 25. Walking board and sawhorse - Keep it adjusted either flat or very low, fun to walk on; helps child improve balance and gross motor coordination.

26. Stepping stones - Place cardboard squares on floor to teach balance, gross motor coordination.
27. Large appliance cartons - For crawling around in and building with.
28. Carriages, wagons, grocery carts - Filled with some type of weights, for a child who is unsteady or needs crutches, pushing a wagon is fun.
29. Carpet sweeper, wheelbarrow - If your classroom isn't big enough, use outside.
30. Large truck - Can be ridden or manipulated by hand while lying or sitting on the floor.
31. Floor toys - Cardboard blocks, trucks, rubber or plastic or wooden dolls, rocking boat, interlocking wooden trains, hardwood unit blocks, stepping stones, balance beam, tumbling mats, water play trough, allow children gross motor activity within the classroom, help them to balance themselves coordinate gross motor movements.

II. Fine Motor Activities, Perceptual Motor Activities

1. Lego Jumbo *bricks - Simple, large construction toys with easy interlock; Jumbo Legos are easy to manipulate. The child who has problems with manual dexterity will be able to build structures that he couldn't build with smaller blocks.
2. Large nuts and screws - It's fun to be just like adults who work with tools. And, these large nuts and screws develop hand movements such as turning and grasping; they also help with size and shape discrimination and matching. Can get real ones at hardware store or plastic ones designed especially for children.
3. Magnets - Can be used for many different things. Spread out all kinds of items on the table and see what magnets can and can't pick up.
Magnets are a fun introduction to science.

4. Play Plax* - play rings - Colorful almost indstructible building for fine motor and perceptual motor practices.
5. Shapees* - More pliable and different shapes; these are good in a manner similar to Legos.
6. Small Lego* - Children enjoy building with any of these materials. In order to use them, the child has to figure out how the pieces interlock. His coordination and creativity in building different structures come into play with this activity.
7. Large pegboards - At least 10" by 10" with 2" pegs; good for manual dexterity, counting patterns, construction; large beads or elastics are fun to put over the pegs.
8. One or two piece puzzles - For beginning shape discrimination.
9. Puzzles with knobs - These are toys for a child who has fine motor problems. They develop small hand, forearm, and finger muscles.
10. Large dominoes - designed for children.
11. Snap together bead (large pop-it beads) - Fun to make; children enjoy wearing these beads as bracelets and necklaces.
12. Stacking toys - These toys fit one inside the other; they teach the concept of size as well as improving manual dexterity and balance.
13. Large tops - Fun to spin, they teach rotary motion and develop arm muscles.
14. Clothes pins - For dropping into milk bottle; teaches aim, counting, taking turns; good rainy day activity.
15. Threading block* - A wooden block with holes in it and an attached lace. Good for improving manual coordination and learning in, out, around and through.
16. Busy box - A simple manipulation toy with various gadgets which are moved

- by hand. Very young children, retarded children and children with control problems seem particularly attracted to it.
17. Button board - Helps a child with fine motor or perceptual motor problems develop self-help skills. Good for retarded children too.
 18. Jumbo gear board - These toys can be either wall or lap boards in order to allow the child who has motor problems access to them. They help strengthen fine motor skills and teach a continuous turning motion.
 19. Wall or table geoboards - String or rubber bands around the nails to make design or shapes.
 20. Waterplay items- Straws, bubble pipes, short ends of hose, cups (not metal), squeeze bottles, things that float, toy boats, bathtub toys, rubber dolls, plastic dishes from housekeeping corner, doll clothes, sponges. Water play can range from floating a lightweight toy on water to washing plastic dishes. Children learn about weight and mass. Also simple manual skills like squeezing and grasping are developed. Needs some supervision but it is a worthwhile activity.
 21. Corn meal - In small dishpans; a good tactile experience. Can be used for sifting, measuring, pouring, spooning, stirring.
 22. Salt - Same uses as corn meal.
 23. Jack-in-the-box - The child is rewarded for turning the crank because jack pops up.
 24. Pounding benches - Helps the child develop manual skills. For aggressive children it's good outlet for frustration. Teaches top from bottom and concept of turning over.
 25. Tracing - helps the child develop eye-hand coordination.
 26. Stencils - Not to be considered as an art media but good for perceptual motor training and learning to direct a pencil.

27. Stickers - Pictures with gummed backs for pasting; can be used on a plain piece of paper or perceptual motor training, or task may be made more difficult by having child stick stickers in outline.
28. Large beads and strings with shoe lace ends - These beads should be bright and colorful to be attractive. They're easy to string for most children and just perfect for helping to improve the dexterity of those children with fine motor problems. It introduces names of colors. Children love to wear the beads as necklaces and bracelets.

III. Art Activities

1. Crayon and stick - For children who can't grasp at all. Attach crayons to stick and stick to child's hand. This enables the child to express his creativity as well as participate in the same activity as the rest of the class.
2. Sponge paint - Cut the sponge into small, handy pieces. Easier to grasp than potato prints or paint brushes, sponge painting is a good creative experience for a child.
3. Brush painting - Use $\frac{1}{4}$ " or $\frac{1}{2}$ " stiff brushes for children with manual dexterity problems.
4. Painting with feet - Good tactile experience for children who cannot grasp.
5. Finger painting - For the child who has fine motor problems, finger painting is special fun. It's all right to make a mess and every creative is a unique painting.
6. Shaving cream. Can be used directly on the table for finger painting.
7. Large chalk, magic markers and crayons - Easy to grasp; for a child whose fine motor coordination needs improving, these large art tools are very helpful.

8. Tearing collage - Children use different pictures to make a picture of their own. The child works on tearing, glueing and placing his materials to design a picture. Teaching is easier than cutting and a good exercise.
9. Cutting - Teaches motor skill. It is a perceptual motor task involving aim, directionality, and continual motion.
10. Glueing - Almsot anything is fun to glue together. We have included a sample "Beautiful Junk" list which one might send to parents in order to obtain glueing materials. (See section VII of Appendix I).
11. Glueing large objects, 3 - D Sculpture - Large objects are more easily manipulated than smaller items. Using large objects in art for children with fine motor problems allows them both to be creative and improve manual skills such as grasping, placing objects, and glueing.
12. Rigatoni - Large macaroni; can be strung on shoe lace-end strings and/or glued to a piece of paper to make a collage. This medium can be used to develop fine motor dexterity. Rigatoni can also be used for work with numbers.
13. Clay (modeling clay, grey potter's clay) - Even for children with severe fine motor problems, this is a very good expressive medium. All children enjoy and are able to pound, squeeze, and roll the clay. It's good for helping children release tension. There is never any failure involved; each child creates something on his own level.

play dough - Recipe 3 cups flour
 1 cup salt
 water to mix

Paper bag puppets - The child enjoys using puppets he makes. The child learns body awareness by having to properly order facial arrangement.

Manual skills of cutting, pasting, and/or drawing are also developed through

this medium. A great way of getting a child to verbalize and act out his feelings. Puppets can be made from paper plates too.

MOTOR DEVELOPMENT OBSERVATION FORMS

Assessment of a child's motor development is an important part of a center's total evaluation process. Teachers must know what children are able to do in order to plan activities that are in keeping with a child's ability as well as meeting the need for expansion of those abilities. The following forms can be used effectively to observe and evaluate the motor development of children.

INFORMAL FINE MOTOR OBSERVATION FORM #1
(Motor Development)

Children's Names

Cuts with scissors

Pounds and rolls clay

Creates recognizable
Objects with clay

Produces recognizable
Art projects

Traces around shapes

Colors with crayons

Paints with a brush

Tears and pastes

Others:

Does Activity Well

Does Activity with Difficulty

Cannot perform Activity

✓
X
O

INFORMAL FINE MOTOR OBSERVATION FORM #2
(Motor Development)

Children's Names

Puts small pegs in
Pegboard

Strings beads

Assembles simple
Puzzles

Builds a tower
(8 1-inch cubes)

Button buttons

zip zippers

Ties Bows

Places forms in
form shapes

Others:

DOES
Activity Well

DOES
Activity with Difficulty

CANNOT
perform Activity

✓
X
0

INFORMAL GROSS MOTOR OBSERVATION FORM #3
(Motor Development)

Children's Names

Uses swings, slides
And climbs bars

Uses two feet alternating
going up & down stairs

Jumps over small
obstacles

WALKS RAISED beam
FORWARD

WALKS raised beam
backwards

WALKS raised beam
sideways

Plays with wagon

Throws and catches large
BALL

Bounces and Catches
ball

Hops on both feet

Hops on one foot

Rides tricycle with
speed and skill

DOES Activity Well

DOES Activity with difficulty

CANNOT Perform Activity

FILMSTRIP NARRATIVE

MOTOR DEVELOPMENT

NARRATIVES

VISUALS

MODULE #5

- | | |
|-------------------------------|--|
| 1. Focus Frame | |
| 2. Texas A&I University Frame | Texas A&I University, Child Development Associate Training materials presents |
| 3. Title frame | Motor Development, Module #5 |
| 4. Children playing on swings | Research indicates a clear relationship between a child's motor development, body perception and cognitive learning. |
| 5. Teacher/child | Therefore it is vitally important that teachers of young children provide a variety of appropriate equipment, activities, and opportunities to promote physical development. |
| 6. Children playing | The two major areas that require attention are gross motor skills and fine motor skills. |
| 7. Children dancing | Gross motor skills should develop first. These skills deal with large muscle activities and coordination. |
| 8. Walking balance beam | Activities such as climbing, jumping, running, hopping, throwing, dancing and walking on a balance beam require gross motor development and coordination. |
| 9. Child drawing | Fine motor skills require the use of smaller more specific movements and muscles. |
| 10. Child beading | Activities such as beading, tracing, cutting, tearing, coloring, painting, fingerpainting, using puzzles, and clay require fine motor development. |
| 11. Children playing | As a teacher you have probably noticed that your children are at different levels in their physical development. |
| 12. Children playing | Many have well developed gross motor skills and many have well developed fine motor skills. |
| 13. Child | It must be kept in mind that just because a child has some of these skills developed does not mean he does not require assessment. |
| 14. Child | Children are individuals and develop at different times. Unfortunately though, many children are retarded physically because they have not had the opportunity and materials to aid in their physical development. |

15. Children on slide
In order to aid each pupil in his physical motor skills a teacher must first check each individual child's skills and find out where each child is both in gross and fine motor development.
16. Child climbing
Here a teacher is assessing to see how well this child can climb.
17. Teacher observing child
In this slide, the teacher is observing a child using manipulative materials.
18. Chart
Developing a chart showing specific activities is a good system for keeping track of all students.
19. Chart
Separate chart can be constructed for gross and fine motor skills.
20. Chart
As a child passes a particular skill he can be checked off. Appropriate children that require help in say hopping can then be grouped together to meet their needs.
21. Child on balance beam
It is necessary that the children who require specific assistance be grouped and given particular tasks and activities. Assessing skills is only the first step.
22. Child fingerpainting
This child is weak in his fine motor skills. The teacher encourages him to use clay, paints, scissors, and other manipulative materials regularly.
23. Children on jungle jim
Many of the materials and much of the equipment common to classrooms of young children encourages gross motor development.
24. Children climbing tires
Tires are good for climbing, jumping, rolling, and throwing things into.
25. Child inside large cylinder
Large cardboard cylinders can be pushed and rolled and also encourages cooperation from the children.
26. Children in sandbox
The sandbox is a good piece of equipment especially for the child who is unsteady. There are many things to do: digging, sifting, pouring, and constructing.
27. Teacher on see-saw
Teacher participation in using equipment encourages motivation and gives the children different ideas.
28. Teacher throwing ball to children
Balls are good for rolling, throwing and catching.
29. Child on balance beam
Walking boards are fun to walk on and improve balance and gross motor coordination.

- | | |
|------------------------------|---|
| 30. Child running | Other activities that encourage gross motor can be done without equipment. Playing games that require crawling, rolling, running, hopping and jumping are fun and very helpful. |
| 31. Children dancing | Dancing and rhythms should become regular activities for developing gross motor skills indoors. |
| 32. Girl playing with puzzle | Fine motor skills can be practiced daily using many different materials and activities. |
| 33. Child playing | Pegboards, puzzles, and stacking toys improve manual dexterity. |
| 34. Child tracing | Tracing different shaped objects helps the child develop eye-hand coordination. |
| 35. Child cutting | Art is an excellent technique for improving fine motor skills as well as being fun and creative. |
| 36. Child fingerpainting | Fingerpainting develops finger and wrist muscles. |
| 37. Child drawing | Chalk, crayons, and magic markers encourage grasping and improve fine motor coordination. |
| 38. Children at art table | Tearing and constructing a collage is fun and much easier than cutting. Do this especially with the child who cannot cut yet. |
| 39. Child cutting | Cutting involves aim, directionality, and continual motion. |
| 40. Child playing with clay | Clay either modeling, pottery clay, or play-doh is great for children at all levels. Pounding, squeezing, and rolling the clay releases tension and improves muscle control. |
| 41. Children on muscle bars | There are many materials and activities that can be used daily to promote physical motor development; a much needed skill in young children. |
| 42. The End | |
| 43. Credits | |

MOTOR DEVELOPMENT
POST-ASSESSMENT

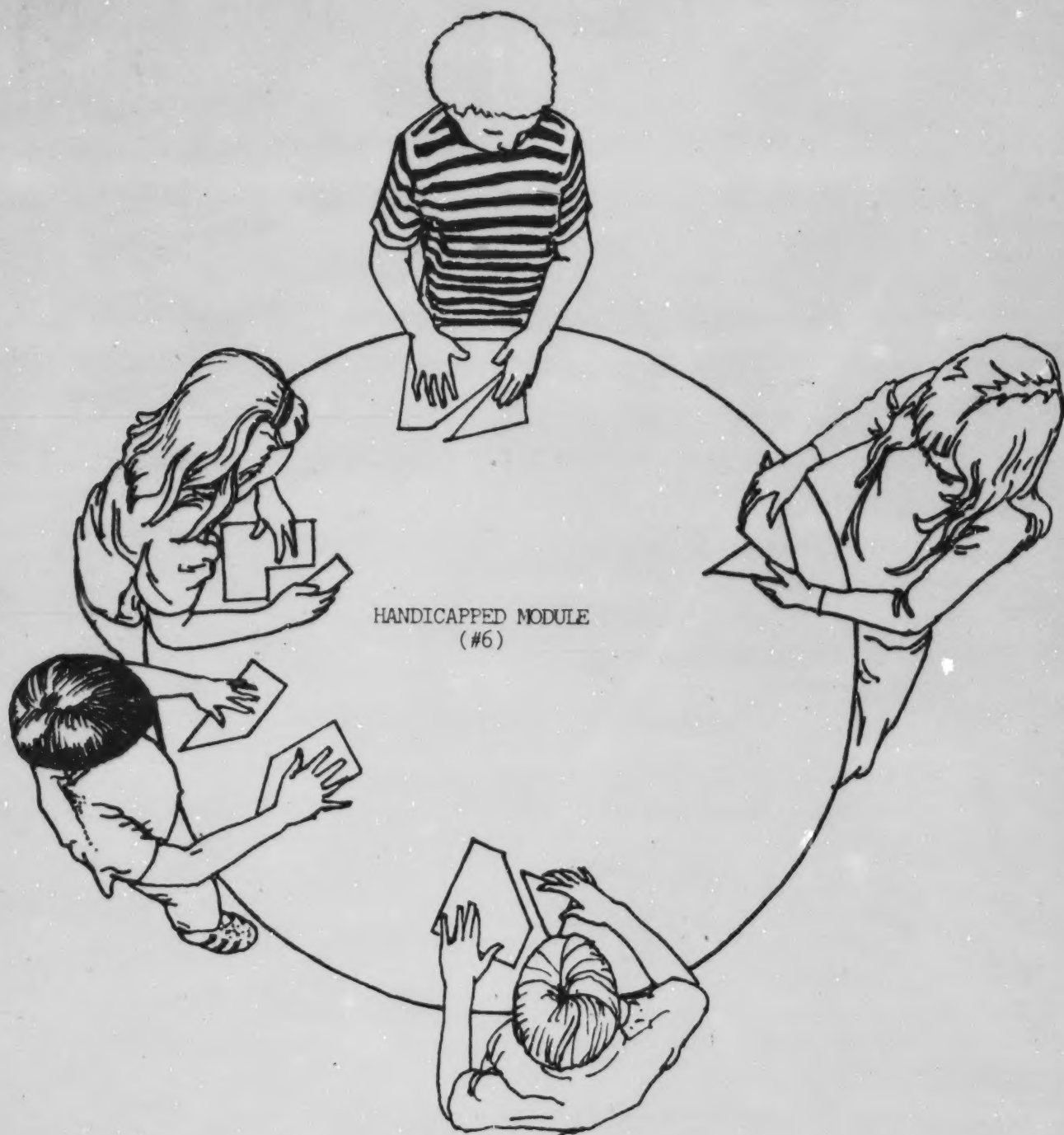
Check the answer on the right that most appropriately describes your own actions.

	Never	Sometimes	Usually	Always
1. The teacher assesses the children's motor development.				
2. The teacher matches toys and activities to the child's physical development.				
3. The teacher rotates material in the classroom. (Some materials are not always displayed for use)				
4. The teacher demonstrates proper use of materials and equipment.				
5. The teacher encourages children to use materials and equipment that they shy away from.				
6. The teacher assists the child to determine safety of the equipment.				
7. The teacher provides equipment and activities to promote the development of fine motor skills at the appropriate developmental levels of the children.				

8. The teacher provides equipment and activities to promote the developmental level of the children.

9. The teacher provides, through the child's culture and language a variety of rhythm dances, games materials and activities which promote small large muscle development.

Never	Sometimes	Usually	Always



HANDICAPPED MODULE
(#6)

TEXAS A&I UNIVERSITY
KINGSVILLE, TEXAS

MODULE CONTENT

Completing the Module (steps to follow)

Performance Objectives

Pre-Assessment

Learning Activities

Module Narrative

Module Filmstrip Script

Post-Assessment

COMPLETING THE MODULE

To complete this module, you have to demonstrate your ability to do certain things. These things are called performance objectives, and listed as "Module Objectives".

In order to decide what learning activities you need to work on, you need to determine what you already know. In order to determine this, an initial evaluation needs to be made. This initial evaluation consists of the following three steps:

1. The candidate performs a self-evaluation by answering a questionnaire pertaining to this module.
2. The trainer evaluates the candidate based on classroom observations of the candidate.
3. Both the candidate and the trainer come to an agreement as to whether or not the candidate needs to gain further competency in this particular module.

Once you know where you are and where you need to go, with the assistance of your trainer, select one of the three learning activities cycles in this module which will help you gain needed knowledge and skills.

If you feel you are ready for the post-assessment, after completing the cycle of activities, decide on the post-assessment procedure with your trainer. This decision should be made with the advise of your trainer. The next step is to decide on whether or not you are competent in relationship to the performance objectives of this module. This decision should be made in agreement with your trainer.

If found to be competent, proceed to the next module on your work plan. If further training is needed select another cycle of activities or create experiences which you and your trainer feel will help you achieve the objectives of the module.

To summarize

1. Review the objectives of the module.
2. Perform the initial evaluation (pre-assessment)
 - a. The candidate performs self-assessment.
 - b. The trainer evaluates the candidate.
 - c. Candidate and trainer agree on conclusions of assessment.
3. Select the learning activities cycle.
4. Complete the learning activities.
5. Decide on post-assessment procedure.
6. Decide on module competence (post assessment).
7. If found to be competent, proceed to next module on work plan. If further training is needed, select another cycle of activities or create other experiences to help you achieve competency.

PERFORMANCE OBJECTIVES
(HANDICAPPED)

Definition: Candidate provides a variety of appropriate equipment, activities and opportunities to promote the physical and mental development of the handicapped children.

This module focuses on the candidate's ability to determine the physical, emotional and health needs of the handicapped child. Activities to meet these needs should be planned and implemented.

- Objectives:**
- The candidate will demonstrate knowledge of the handicapped child's physical, emotional and health needs in the classroom.
 - The candidate will provide materials and equipment to develop large motor skills and fine motor skills at the appropriate developmental levels of the handicapped child.
 - The candidate will provide opportunities for the handicapped children to play and learn with non handicapped children.
 - The candidate will demonstrate an ability in proper referral procedures.
 - The candidate will demonstrate familiarize with the various kinds of handicapped children.

HANDICAPPED PRE-ASSESSMENT

Check the answer on the right that most appropriately describes your own actions.

	Never	Sometimes	Usually	Always
1. The teacher seeks help and advise from professional on diagnosis and care for the handicapped child.				
2. The teacher is familiar with the needs of and care needs of the mentally retarded child.				
3. The teacher is familiar with the needs of and care needs of the hard of hearing or deaf child.				
4. The teacher is familiar with the needs of the speech impaired child.				
5. The teacher is familiar with the needs of the visually handicapped child.				
6. The teacher is familiar with the needs of the care needs of the emotionally disturbed child.				
7. The teacher is familiar with the needs of and the care needs of the crippled child.				
8. The teacher has identified the handicapped children in his or her classroom.				

	Never	Sometimes	Usually	Always
9. The teacher provides materials and equipment to develop large and fine motor skills at the appropriate developmental level of the handicapped child.				
10. The teacher provides opportunities for the handicapped child to play and learn with non-handicapped children				
11. The teacher makes and follows proper referral procedures.				
12. The teacher has received staff development training on the handicapped.				

MODULE

LEARNING ACTIVITIES

Competency: Advancing Physical and Intellectual Competence

Functional Area: Physical

Module: Handicapped

Skill: Identification

Activity # 1

The trainee will read the Handicapped Module of the CDA Bilingual/Bicultural training curriculum.

Activity # 2

The trainee will view the film corresponding to the Handicapped Module.

CYCLE I

Diagnostic

Activity # 1

Using the informal Gross Motor Observation form # 1. Observe a limited group of children as they play outdoors to help you determine which gross motor skills the children are lacking. These observations would be made for at least 3 days for 20 minutes each day. You might want to plan the activities for these three days. On day one, for ex., you may want to include games that require running skipping and hopping. Day 2 could include activities such as balancing, climbing and sliding, etc.

Record your finding if you have a person working with children with special needs, you may want to have her help with the observations.

Prescriptive

Activity # 2

Use your observation (diagnostic #1) as a guide to help you determine which children are having difficulty with a given skill. Construct three activities that will help the children with special needs increase their gross motor skill. For ex., if a child is having difficulty walking on the balancing beam, his problem could be that he can't balance himself in a standing position. Observe whether his balance is extremely difficult, whether he tries his "up leg" against the standing leg, or whether he can balance with one foot but not the other. You could have him practice standing for several seconds on each foot. (He might need you to assist him at first.)

If there is a person who works with children with special needs, have her help you plan activities to meet the different needs of the children.

Implementation

Activity # 3

Implement the activities that you have designed to help the children refine their gross motor skills and use them as part of the children's activities. (No time limit is set as some children take longer than others to improve their motor skills).

Assessment

Activity # 4

Make a second observation of the children as they play outdoors. Compare this observation with the one previously made. Have the person working with children with special needs help you with the assessment and follow up activities.

CYCLE II

Diagnostic

Activity # 1

Observe a limited group of children for about 20 minutes as they work independently in the different learning centers. Observation should focus on how well the children handle the different pieces of equipment. (fine motor coordination). Record your findings. During your observation, look for the following:

- a) Do some of the children have great difficulty working with the equipment?
- b) Are some of the children clumsy?
- c) Do the children constantly drop things?
- d) Do the children confidently approach the different learning centers or do try to avoid them?
- e) Are there any pieces of equipment that the children do not like?
- f) In general, how well do the children handle the equipment?

If there is a person who works with children with special needs, you might want to have her help you with the observations. Record your findings.

Prescriptive

Activity # 2

Using your written observation as a guide (diagnostic #1, Cycle II) have the person who works with children with special needs help you plan activities that will help the children improve their fine motor skills.

Implementation

Activity # 3

Implement the prescribed activities which you have designed to improve specific motor skill deficiencies. No time limit is set.

Assessment

Activity # 4

Make a second observation of the children as they work independently. Compare the observation with the one previously made, noting whether any improvements have been made in the motor skills and whether the children show more confidence - as they work with equipment. Have the person working with children with special needs help you with the Assessment and follow-up activities.

CYCLE III

Diagnostic

Activity # 1

After the nurse or doctor have diagnosed hearing problems in the children, observe them for a week or two as they play independently to see if they might have a speech defect, since speech and hearing are inter-related. Record your findings.

Prescriptive

Activity # 2

Using your observation as a guide (diagnostic # 1) have the speech therapist help you plan activities that will help the children improve their speech and/or lip reading ability. The following are guides to help you accomplish this goal:

- a) Talk to the child even if you think or know he can't hear what you are saying. Even if he can't hear your words, he can see what you are saying.
- b) Talk to the child as you do things with him.
- c) Speak naturally. Use your normal voice, mouthing your words as you usually do, at a moderate rate of speed.
- d) Speak in short, simple, but whole sentences.
- e) Make sure the child can see you when you speak to him.
- f) Come close to the child when you talk to him.
- g) Face the light when you talk to the child this prevents the glare from obstructing his vision.
- h) Get to the child's eye level when you talk to him.
- i) Make your conversation interesting and therefore worth watching.

From: Day Care - Serving Children with Special Needs. Sam Granato and Elizabeth Krone U.S. Dept. Of Health, Education and Welfare Office of Child Development. 1972.

Implementation

Activity # 3

Implement the variety of activities that you have devised to help the target child improve his speech.

Assessment

Activity # 4

Observe the child during later independent play periods and compare his interaction with others to the initial observation. Have the speech therapist help you with follow up activities.

MODULE NARRATIVE
OUTLINE
(HANDICAPPED)

- I. Introduction
- II. Classroom Identification
 - A. Diagnosis of Handicapped Children
 - B. Case Referrals
- III. The Teacher and the Child with Special Needs
 - A. Working with Handicapped Children
 - B. Planning the Classroom

INTRODUCTION

The orthopedically handicapped child is the least difficult to integrate within a regular group. However, the crippling defect must be minor or special provisions must be made for handling the child. Some of the minor handicaps may be fully corrected, however, many children with severe handicaps need to be provided with special kinds of educational services. If successfully helped at an early age, the problems for the parent as well as for the child are lessened and opportunities for the child are expanded.

A teacher must be aware that some children need special help. An example of the need for caution is shown in postural defects which may be symptoms of fatigue caused by poor nutrition, or the result of skeletal diseases such as bone tuberculosis. Unless one knows the cause of a postural defect, great injustices may result in overstressing mechanical correction through exercises.

The child's deviations from the normal may create serious problems for some children. Such problems are at times made more serious by adults who do not understand them and who leave children out of learning situations because of overprotection, fear, or indifference.

Play releases frustration and pent-up energies. The handicapped child needs to learn to use swings, slides, jungle gyms, and the like and be a part of the regular group so that he may learn from contact and experiences with other children.

The handicapped child has the desires and ambitions of a physically normal child. The child must be helped to accept himself and to find ways in which he may substitute satisfying activities for those he cannot perform.

TABLE 1

Legislative Definition of
Handicap

Mentally Retarded Child	-The Mentally Retarded Child -Mental Retardation
Hard of Hearing and Deaf Child	-Speech and Language Disorders -Hearing Impairment
Speech Impaired Child	-Speech and Language Disorders -Cleft Palate
Visually Handicapped Child	-The Blind Child -Vision Impairment
Seriously Emotionally Disturbed Child	-Inappropriate Body Habits and the Child's Concerns with his Own Body -The Aggressive Child -The Hyperactive Child

Legislative Definition of
Handicap

	-The Withdrawn Child -Separation and the Dependent Fearful Child -The Child Whose Sense of Reality is Seriously Impaired -The Neglected Child -The Battered Child
Crippled Child	-The Child with Motor Difficulties -Cerebral Palsy
Other Health Impaired Children	-Variations in Cognitive Development -Chronic Asthma -Bleeding Disorders -Cystic Fibrosis -Diabetes -Epilepsy -Heart Disease -Sickle-cell Anemia

Please note that the inclusion of a condition in this manual does not necessarily mean that it is to be counted in compliance with the 10% legislative mandate. Nor does the absence of a condition from this manual signify that

it is not a valid handicap. Decisions about whether an individual child is handicapped under the congressional mandate are to be made by professionals using Office of Child Development guide-lines.

CLASSROOM IDENTIFICATION

There are many instances where children having special needs are not identified until after they have been enrolled in Head Start. These will probably be children whose needs were not immediately visible during the recruitment interviews, or who have not been referred by an outside resource. Parents may give you a signal that careful observation of a child is warranted by describing the child as being slow, won't listen, lazy, or shy, etc. Such descriptions should be reported to the classroom staff when the child is being enrolled.

Diagnosis of Handicapped Children

Teachers and teacher's aides will probably be the first members of the Head Start team to observe and discuss with the community worker a child who appears to have a special need. It may be necessary for her to get additional information from the parents about the child's developmental history and behavior pattern at home. It would also be good to find out whether or not anything different is happening at home which might possibly be contributing to the child's behavior.

Sometimes the information which is gathered and discussed with appropriate staff members may be cause to arrange a thorough examination of the child as soon as possible. Even if the center has signed parental consent forms for medical and dental examinations, it is always a good practice to keep parents informed about what is happening with their children and when. If it is at all possible, parents should be encouraged to accompany the child when keeping medical, dental or psychological (where appropriate) appointments. The staff may be able to assist in this effort by helping to arrange for a babysitter if there are younger children in the family, or transportation if it is necessary.

After all of the examinations and relevant resting has been completed

and an actual diagnosis has been made that a child does have a special need, understanding of the family's possible reactions will be of significance in the staff's continued intervention.

Case Referrals

In so far as is possible, a continued liaison with physicians or agencies who have referred handicapped children to Head Start is of considerable importance. This is also true about the professional resources that are providing services for those children with special needs who have been identified since they began to attend Head Start. The staff will need to decide by whom and how these contacts will be maintained. Though responsibility may be differently allocated for different children everyone needs to know who will take responsibility in each situation.

Assistance in times of physical or psychological crises can best be maintained by a plan that involves a periodic exchange of information between Head Start staff and other professionals who are helping the child. What may at first seem like extra work, team efforts could be more mutually stimulating and result in greater gains for the child.

THE TEACHER AND THE CHILD WITH SPECIAL NEEDS

Though many Head Start teachers already have some experience with handicapped children in their classrooms, the task of including more handicapped children, and perhaps some with unfamiliar difficulties, presents some special problems. For most people, knowing more about the difficulties they are trying to cope with makes the task somewhat easier. The teacher will want to find out about the particular needs of the handicapped children she is dealing with. She should also be well aware of the strengths and special abilities of the child in order to avoid treating him as more handicapped than he actually is.

The goal here is for the teacher to develop reasonable expectations for the child which are neither too high nor too low.

Working with Handicapped Children

The primary sources of information about children whose difficulties have been diagnosed prior to entrance to Head Start are usually the parents and the referring agency. The teacher may also want to supplement this information with more general information from reading about the handicaps she is dealing with in her class. Some references to sources providing information about handicaps are included in the bibliography in the final section of this manual.

Not all physical (or emotional) problems are equally handicapping for the child. Some, like asthma, involve periodic attacks of shortness of breath, but between attacks the child may seem perfectly normal. Others, like a clubbed foot or partial sightedness, may affect the physical appearance and behavior of the child at all times. Casts, braces, crutches, wheelchairs, special glasses, even a hearing apparatus are very visible and both the handicapped child and his nonhandicapped peers may react negatively to them. On the other hand, physical aids sometimes fascinate the nonhandicapped child; he may beg to try them out, even envy rather than fear the wearer.

An important factor in the handicapped child's reaction to his handicap is how others react to him. His early experiences in the home and in the neighborhood can affect his self-image either positively or negatively. And he brings this self-image into the classroom. The handicapped child with a positive self-image can be a real asset to the group. Given normal support and protection against the usual classroom hazards, these children can do very well in Head Start. The child with a negative self-image, of course, needs more help. The management techniques outlined in other sections about children

with emotional handicaps apply also to these children. In addition, however, the teacher needs to protect such children from the taunts (redicules) of others. Often she can do this by example. If she is able to anticipate some of the needs of the handicapped child, for example, and clear the floor of objects which might trip the child on crutches, other children are likely to do so too. Simple statements such as "Let's move these books nearer to Johnny so that he can reach them," are likely to help the nonhandicapped child to feel that others are ready and willing to be helpful.

Planning the Classroom

Assuming that the classroom has been arranged to facilitate the physically handicapped child's ability to move safely around the room--ramps for children in wheelchairs, wall railings to help children who need such support, etc.--consideration should be given to the types of children who are to be included in a given teacher's group.

There are at least three major concerns in the selection of children for the classroom group:

1. Children who are physically handicapped and especially vulnerable should not be included in a classroom group with members who have extreme difficulty with the control of their aggressive impulses.
2. Several children with excessive needs for one-to-one attention should not be included in the same class.
3. Some account should be taken of the types of children the teacher has already successfully dealt with as well as the kinds of handicaps she may feel especially inadequate to handle.

Even within a reasonably well-balanced classroom, the presence of the handicapped children with special needs poses certain problems for the teacher and her aide. The teacher may find that she tends to focus most of her energy on children with special needs rather than on the majority of the class. This

can happen because the child with special needs is a particular challenge, and the teacher wants to do well with him. By planning with her teacher aide and other available adults, the class as a whole can become the major focus of her attention. At times when she is engaged in some activity with the child with special needs. It is important that she has planned activities with her aide for the rest of the class.

Keeping all the children in the class engaged in meaningful activities can become difficult if too many children acquire prolonged one-to-one attention. Though the social service department and the educational director usually have some possibility of choosing in which class children may be placed, not all handicaps are diagnosed prior to the children's entrance to Head Start a teacher and her assistant may in fact have a considerably higher proportion of children with special needs than was planned. Children with emotional problems may be particularly likely not to be recognized until their attempts to interact with other children in class make the difficulty obvious. Once it is clear that teachers have more children with needs for one-to-one attention than can be made. Perhaps some additional adult assistance may be secured. The social service department may be able to recruit more volunteer assistance for her, or it may be necessary to plan reduced attendance schedules for some of the most difficult children. A teacher who is physically exhausted and emotionally drained at the end of each day cannot plan for the next day with enthusiasm and thoughtfulness.

When assessment techniques for all children are more generally used, more effective planning of the composition of class groups should result. If there is an effective match of children who can tolerate each other's difficulties and a core group of healthy children in each class, the teacher will have the op-

opportunity to develop a class in which constructive socialization can occur among the children.

INFORMAL GROSS MOTOR OBSERVATION FORM # 1
(Handicapped)

Children's Names

Runs

Jumps

Hops

Slides

Balances

Skips

Climbs

Throws

Catches

Others:

Does Activity Well

Does Activity with Difficulty

Cannot Perform Activity

✓

X

0

FILMSTRIP NARRATIVE

VISUALS	HANDICAPPED	NARRATIVE
1. Focus Frame	MODULE #6	
2. Texas A&I University Frame		Texas A&I University, Child Development Associate Training Materials presents
3. Title Frame		Handicapped, Module #6 Many handicapped children are attending headstart, day care centers and other programs for young children. It then becomes necessary for teachers of young children to determine the physical, emotional, and health needs of the handicapped child. Children with minor handicaps can be included in the regular classroom and may even make progress if handled correctly. Children with severe handicaps may need to be provided with special kinds of educational services. If diagnosed and successfully helped at an early age the problems for the child and the parents are lessened and the opportunities for the child expanded. A teacher then, must be aware of the various types of handicaps that exist in young children and how to deal with them. Identifying a handicap may not be as easy as it seems. Sometimes minor deficiencies escape the attention of a busy teacher. Teachers should talk with individual parents about their children periodically. A parent may give an important signal when they describe a child as being slow, inattentive or shy. These descriptions should be noted for future observations/ and or referrals. Community workers and aides may also have additional information on a child's special needs. Visiting the home may add much information. Oftentimes activities in the home contribute to a child's behavior. Referrals from physicians or other agencies should be investigated and thoroughly discussed with all concerned. Observations by the teacher and other staff should be included in determining the special needs of a child.

After observing and talking to parents it may be necessary to refer a child for testing.

Parents should be included in the planning and should be encouraged to accompany the child on appointments.

After examinations and other testing has resulted in identifying a child with special needs the teacher will want to find out about the particular needs of the handicapped child she is dealing with.

She will want to be aware of the strengths and special abilities of the child as well as about the things he is limited in.

In this way, she will know what can be expected of him and will avoid treating him more handicapped than what he is.

The self-image of a handicapped child is an important element in his development. The handicapped child should be given opportunities and tasks that are suited to his abilities.

Materials and equipment that the child uses should also be at the appropriate developmental stage.

Other children in the classroom should be encouraged to deal with the handicapped child in a positive manner. This may include offering a helping hand but should not include "spoiling the child".

The classroom must require some rearrangement to help the handicapped child move around safely.

Anticipating the needs of the handicapped child makes things more comfortable for him and keeps the classroom running smoothly. For example, a child who is hard of hearing can be placed close to the teacher during a lesson.

In order for a teacher to devote special time and attention to a handicapped child a teacher must plan her day well and use other adults in the room efficiently.

The other children should be assigned meaningful tasks while the handicapped child is engaged in a one-to-one attention.

Observing, identifying, assessing, and helping the handicap child requires help and advice from professional services.

Teachers should be willing to use these services and thus provide the handicapped child with appropriate opportunities.

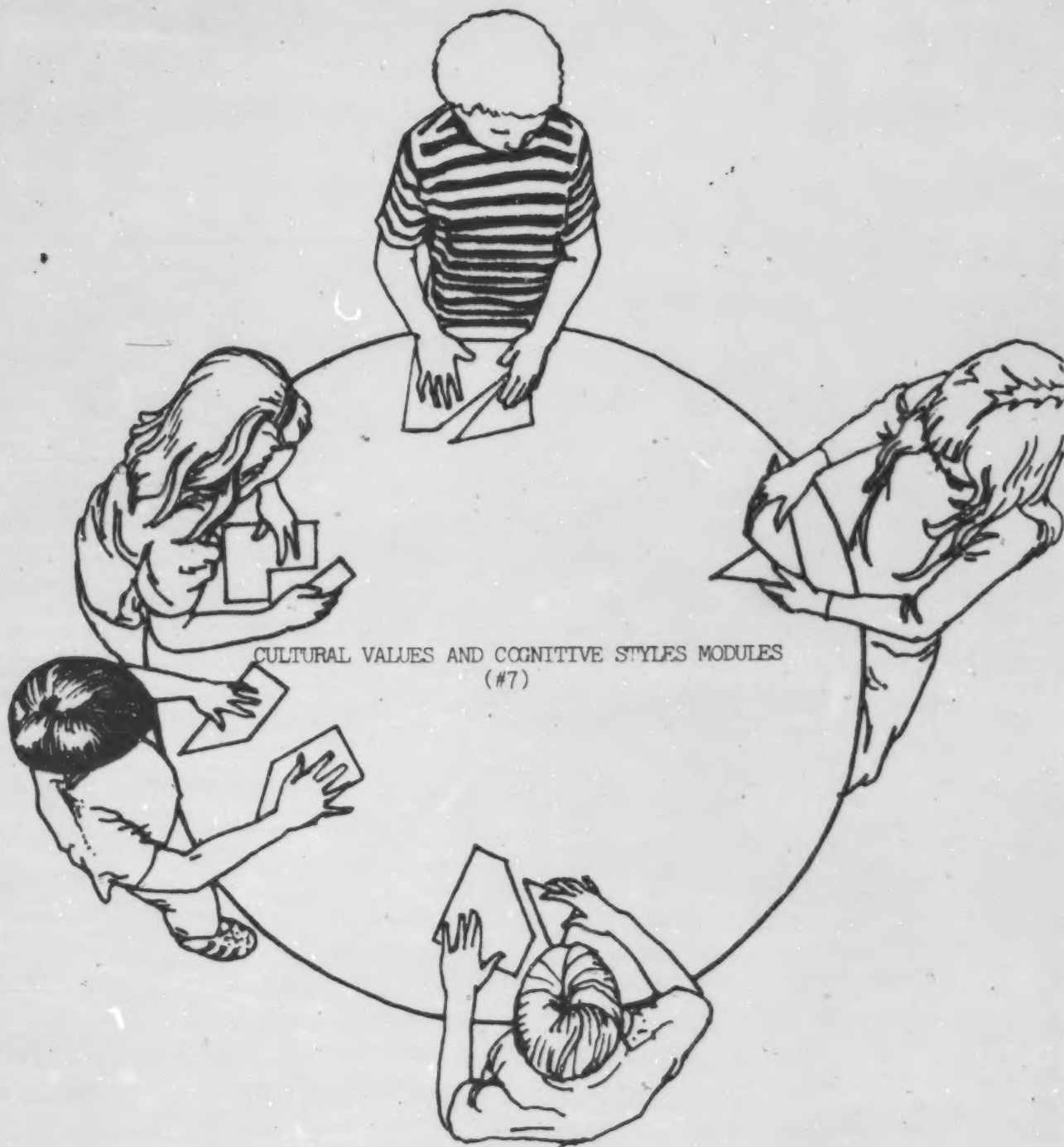
Handicapped children are a reality in our schools and should be given all the consideration and attention possible in our classrooms.

HANDICAPPED
POST-ASSESSMENT

Check the answer on the right that most appropriately describes your own actions.

	Never	Sometimes	Usually	Always
1. The teacher seeks help and advise from professional on diagnosis and care for the handicapped child.				
2. The teacher is familiar with the needs of and care needs of the mentally retarded child.				
3. The teacher is familiar with the needs of and care needs of the hard of hearing or deaf child.				
4. The teacher is familiar with the needs of the speech impaired child.				
5. The teacher is familiar with the needs of the visually handicapped child.				
6. The teacher is familiar with the needs of the care needs of the emotionally disturbed child.				
7. The teacher is familiar with the needs of and the care needs of the crippled child.				
8. The teacher has identified the handicapped children in his or her classroom.				

	Never	Sometimes	Usually	Always
9. The teacher provides materials and equipment to develop large and fine motor skills at the appropriate developmental level of the handicapped child.				
10. The teacher provides opportunities for the handicapped child to play and learn with non-handicapped children				
11. The teacher makes and follows proper referral procedures.				
12. The teacher has received staff development training on the handicapped.				



CULTURAL VALUES AND COGNITIVE STYLES MODULES
(#7)

TEXAS A&I UNIVERSITY
KINGSVILLE, TEXAS

MODULE CONTENT

Completing the Module (steps to follow)

Performance Objectives

Pre-Assessment

Learning Activities

Module Narrative

Module Filmstrip Script

Post-Assessment

COMPLETING THE MODULE

To complete this module, you have to demonstrate your ability to do certain things. These things are called performance objectives, and listed as "Module Objectives".

In order to decide what learning activities you need to work on, you need to determine what you already know. In order to determine this, an initial evaluation needs to be made. This initial evaluation consists of the following three steps:

1. The candidate performs a self-evaluation by answering a questionnaire pertaining to this module.
2. The trainer evaluates the candidate based on classroom observations of the candidate.
3. Both the candidate and the trainer come to an agreement as to whether or not the candidate needs to gain further competency in this particular module.

Once you know where you are and where you need to go, with the assistance of your trainer, select one of the three learning activities cycles in this module which will help you gain needed knowledge and skills.

If you feel you are ready for the post-assessment, after completing the cycle of activities, decide on the post-assessment procedure with your trainer. This decision should be made with the advise of your trainer. The next step is to decide on whether or not you are competent in relationship to the performance objectives of this module. This decision should be made in agreement with your trainer.

If found to be competent, proceed to the next module on your work plan. If further training is needed select another cycle of activities or create experiences which you and your trainer feel will help you achieve the objectives of the module.

To summarize

1. Review the objectives of the module.
2. Perform the initial evaluation (pre-assessment)
 - a. The candidate performs self-assessment.
 - b. The trainer evaluates the candidate.
 - c. Candidate and trainer agree on conclusions of assessment.
3. Select the learning activities cycle.
4. Complete the learning activities.
5. Decide on post-assessment procedure.
6. Decide on module competence (post assessment).
7. If found to be competent, proceed to next module on work plan. If further training is needed, select another cycle of activities or create other experiences to help you achieve competency.

COMPLETING THE MODULE

To complete this module, you have to demonstrate your ability to do certain things. These things are called performance objectives, and listed as "Module Objectives".

In order to decide what learning activities you need to work on, you need to determine what you already know. In order to determine this, an initial evaluation needs to be made. This initial evaluation consists of the following three steps:

1. The candidate performs a self-evaluation by answering a questionnaire pertaining to this module.
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Once you know where you are and where you need to go, with the assistance of your trainer, select one of the three learning activities cycles in this module which will help you gain needed knowledge and skills.

If you feel you are ready for the post-assessment, after completing the cycle of activities, decide on the post-assessment procedure with your trainer. This decision should be made with the advise of your trainer. The next step is to decide on whether or not you are competent in relationship to the performance objectives of this module. This decision should be made in agreement with your trainer.

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To summarize

1. Review the objectives of the module.
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 - a. The candidate performs self-assessment.
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3. Select the learning activities cycle.
4. Complete the learning activities.
5. Decide on post-assessment procedure.
6. Decide on module competence (post assessment).
7. If found to be competent, proceed to next module on work plan. If further training is needed, select another cycle of activities or create other experiences to help you achieve competency.

PERFORMANCE OBJECTIVES
(CULTURAL VALUES AND COGNITIVE STYLES)

1. The Candidate will demonstrate knowledge of the relationship between culture and Cognitive Style.
2. The Candidate will demonstrate knowledge of the cultural values of the traditional Mexican American family.
3. The Candidate will demonstrate knowledge of the influences of socialization practices on children's cognitive styles.
4. The Candidate will be able to describe the process by which an individual acquires a cognitive style.
5. The Candidate will demonstrate knowledge of the various aspects that make up Cognitive Style.
6. The Candidate will demonstrate knowledge of the educational implications of Mexican American values.

CULTURAL VALUES AND COGNITIVE STYLES
PRE-ASSESSMENT

- _____ 1. Differences in socialization styles of cultural groups lead to:
- a) differences in learning styles among children
 - b) misunderstanding between minority groups
 - c) learning disabilities among culturally different children
- _____ 2. Cultural democracy means that:
- a) everyone will be allowed to vote and select the culture they want represented in the educational system.
 - b) each classroom has the option to choose by popular demand the culture it will study for the year.
 - c) in pursuit of a true democracy, each culture must give up its values and heritage in favor of the majority culture, which is representative of all.
 - d) each child has the right to remain identified with his own culture.
- _____ 3. It is important for teachers to understand the values of all of the children in their classrooms because:
- a) If they know why children misbehave, they can change the behavior more easily.
 - b) if they know a child's values, they can better motivate him to learn.
 - c) if they understand what motivates a child, they can tell his parents how to help change him.
- T F 4. To impose unfamiliar language, new attitudes and values on a child is to introduce him to desirable qualities which bring success.

T F 5. Incorporating the language, heritage, values, and learning styles that are familiar to children in the classroom into the educational process with equal status is most important for promoting respect for ethnic, racial, and for religious differences.

T F 6. Identification With Mexican Catholic Ideology reinforces respect for authority and convention.

7. In the following characteristics write the letter of the group which it best describes:

A. Traditional B. Dualistic C. A traditional

_____ - less often supports traditional Mexican values and child-rearing practices

_____ - No emphasis on teaching child to show respect in traditional Mexican mode

_____ - Mostly rural or semi-rural and not acculturated

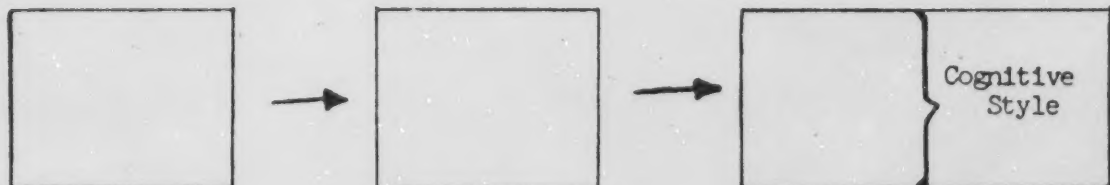
_____ - Only Spanish is spoken and may understand some English

_____ - Most adhere to Mexican American Catholic ideology

_____ - Middle class values

_____ - Speaks both Spanish and English

8. Explain the influences of socialization practices on children's cognitive styles.



9. List two aspects of a cognitive style.

a.

b.

MODULE

LEARNING ACTIVITIES

Competency: Advancing Physical and Intellectual Competence

Functional Area: Cognitive

Module: Cultural Values and Cognitive Styles (Module # 7)

Skill: Identification

Activity # 1

The trainee will view the filmstrip corresponding to the Cultural Values and Cognitive Styles Module (#7).

Activity # 2

The trainee will read the narrative of the Cultural Values and Cognitive Styles Module (#7).

CYCLE I

Diagnostic

Activity # 1

List the names of the Mexican American parents of the children in your classroom. If you haven't visited all of the parents, visit them and by talking to them on an informal manner determine whether your parents are Traditional, Dualistic, or Atraditional. Determine this by using as a reference the accompanying appendix entitled "Traditional vs Atraditional Characteristics of the Mexican American".

Prescriptive

Activity # 2

Encourage parents to volunteer in your classroom. Have a list of activities and lessons on hand that a visiting parent can conduct. Learn about individual parent's interests and talents so these subjects can be added to classroom activities. When developing the activities and the materials consider whether the parents are traditional, dualistic, or atraditional. Develop a plan to enable parents to work in the classroom

as volunteers.

Implementation

Activity # 3

Implement the plan you developed in the previous exercise of this cycle. Have the parent volunteers carry out the activities you have developed for them.

Assessment

Activity # 4

Assess the results of having your parents in the classroom as volunteers.

- a. Were the activities required of the parents within their capabilities?
- b. Did the parents understand what was expected of them?
- c. Were the parents properly orientated?
- d. Did the parents have problems understanding the materials given to them?
- e. Did you provide proper guidance and assistance to the parents?
- f. Did you encourage the parents properly?
- g. Did the parents find the activities enjoyable?
- h. Did the children enjoy the parents and their activities?
- i. Do you notice any difference in the attitudes of the parents after they have volunteered?
- j. Have you noticed any differences in the children as a result of the parent volunteers?

CYCLE II

Diagnostic

Activity # 1

List the names of the Mexican American children in your classroom. By informal observations of and conversations with children, determine whether your children are traditional, dualistic or atraditional.

Prescriptive

Activity # 2

Develop a unit of instruction on culture. This does not mean that this will be the only time you do this. Be aware of celebrations that the children in the classroom will know about: confirmations, wedding, etc. No child, Mexican American or non-Mexican American, should ever feel that his cultural (or family) is not represented. Social Studies units should cover topics from the heritage and cultural backgrounds of all the children as relevant to 4 year olds.

Implementation

Activity # 3

Implement the unit of instruction on culture that you have developed in the previous activity of this cycle. (See Prescriptive Activity #2, Cycle II)

Assessment

Activity # 4

Assess the results of instruction of the cultural unit.

- a. Did the children find interest in the activities?
- b. Were the children given an opportunity to contribute to the activities from personal experiences?
- c. Did the children have problems understanding the content of the activities?
- d. Did the children enjoy the activities?
- e. Did you notice any differences in attitude in some of the children?
- f. Did you notice any change in your attitude as a teacher?
- g. Do you plan to develop any other lessons in the future?

CYCLE III

Diagnostic

Activity # 1

Using the attached appendix entitled "Educational Diagnosis Chart", determine whether or not you are meeting the educational needs of the Mexican American.

Prescriptive

Activity # 2

Develop a plan in which you will start correcting an area or areas in which you were found to be deficient in as a result of the Educational Diagnosis Chart. (See Diagnostic, Activity # 1, Cycle III)

Implementation

Activity # 3

Implement the plan which you have developed to correct the deficiencies identified.

Assessment

Activity # 4

Assess the results of the changes you have made. Go through the checklist again and see how much improvement you have made.

SUMMARIZATION
of
TRADITIONAL VS ATRADITIONAL
CHARACTERISTICS OF THE
MEXICAN AMERICAN

TRADITIONAL MEXICAN AMERICAN

- Adheres closely to traditional Mexican Values
- Mostly rural or semi-rural and not acculturated
- Only Spanish is spoken and may understand some English
- Traditional Mexican values form the basis of their child-rearing practices
- Most of them adhere to Mexican Catholic ideology
- Emphasis on teaching respect to children and the importance of children being attentive to the needs of others

DUALISTIC MEXICAN AMERICAN (Bicognitive)

- Adheres to mixture of American middle class and traditional Mexican American values
- Urbanized and has accommodated to middle class values
- Speaks both Spanish and English
- Less often support traditional Mexican values and child-rearing practices emphasizes early separation from family, achievement for the self, and assimilation into American life.
- Most adhere to Mexican American Catholic ideology
- Less emphasis on teaching children to show respect in traditional Mexican mode

ATRADITIONAL MEXICAN AMERICAN (mostly field independent)

- Middle class values
- Highly urbanized and acculturated
- No Spanish spoken or English is the primary language
- Traditional Mexican values do not form basis of their child-rearing practices

-Traditional Mexican American Catholic practices are less evident

-No emphasis on teaching child to show respect in traditional Mexican mode

EDUCATIONAL DIAGNOSIS CHART

For more clarification of each of the following items on this check list, refer to "Educational Implications of Mexican American Values" contained in the narrative of this module.

	Never	Sometimes	Usually	Always
1. Do you personalize the curriculum? Do you relate personal experiences and interests of the children and yourself to the curriculum? Do you personalize rewards which make your relationship with the children closer?				
2. Do you humanize the curriculum, especially when teaching math and science concepts? Include fantasy and humor in the curriculum. Use puppets and role-playing techniques.				
3. Do you encourage cooperative group work?				
4. Do you arrange the classroom so that it permits maximum adult-child contact.				
5. Are you sensitive to the child's feelings, remembering that a child-centered approach, rather than a task-centered one, is more effective with most Mexican American children?				

	Never	Sometimes	Usually	Always
6. Do you implement cross-age teaching or peer tutoring?				
7. Do you use mostly Spanish in the classroom with children whose Spanish is the first language?				
8. Do you provide English-as-a Second language training to those children whose first language is Spanish?				
9. Do you introduce Mexican, Mexican American and Spanish heritage materials and cultural activities into the curriculum?				
10. Do you encourage parent involvement and achievement for the family?				

MODULE NARRATIVE
OUTLINE
(CULTURAL VALUES AND COGNITIVE STYLES)

- I. Cognition
 - A. Culture and Cognitive Styles
 - B. Cultural Democracy
- II. Mexican American Communities
- III. Mexican American Values
 - A. Identification with family
 - B. Personalization of interpersonal relationships
 - C. Status and Role definition
 - D. Mexican Catholic Ideology
- IV. Educational Implications of Mexican American Values

(Most of the material contained in this narrative are from New Approaches To Bilingual, Bicultural Education by Alfredo Castaneda, Manuel Ramirez and P. Leslie Herold (1974). The book is published by the Dissemination and Assessment Center for Bilingual Education; 6504 Tracor Lane; Austin, Texas 78721)

COGNITION

In every day speech and language, cognition is usually described with terms like thinking, knowing and perceiving. Most psychologists might agree that cognition is the sum total of those processes by which man acquires, transforms, and uses information about the world. Thus "Cognitive Style" emphasizes the way of perceiving the environment and organizing information about it.

Cognitive style in its broadest psychological sense is how an individual relates to the environment in terms of human relationships, communication styles, incentive-motivational styles and learning styles. These four styles make up what we call cognitive style. As to how an individual relates to his environment will depend on what kind of past experiences he has had. When we talk about young children, most of the experiences that influence his behavior and thinking have come from his parents or family.

Culture and Cognitive Style

The home environment of the child is a tremendous influence on the child's cognitive style or as to how he will perceive the world around him. Of the home environment, the mother is the most influential person in the child's cognitive style. Thus, the mother's styles of teaching and child rearing becomes very important. The mother in turn acquired her cognitive style from her family and other persons that influenced her development. Thus, culture becomes an important factor in the cognitive development of a person. We could describe the manner in which a person acquires his or hers cognitive style as presented in the chart.

Values and life
styles of a cul-
tural group

Mother's style of
teaching and child-
rearing

Child's
Communication
style
Human relational
style
ways of perceiving
and Thinking (learn-
ing styles)

Before continuing, it is appropriate to ask a question that many readers may be asking: Why should I need to know about cognitive styles, don't all children learn in the same manner? The answer is, "no!" Not all children learn in the same manner. There are different kinds of Cognitive styles and learning styles. If a teacher is truly interested in meeting the child's needs, she or he will have to consider the child's cognitive style in order to better facilitate learning. Cognitive styles within Cultures or sub-cultures do not vary a great deal. There is however, individual and generation differences, but the differences among cultures are more obvious. These differences can be identified with his home and community socialization experiences in terms of language, values and cultural heritage.

Cultural Democracy

If one is to accept the fact that individuals will sometimes differ in cognitive styles and that cultures encourage certain cognitive styles to its members, then it stands to reason that in order to prevent value conflicts in the classroom the teacher must be aware of some of the differences between the cultures. In this particular case we are dealing with the Mexican American and Anglo Cultures. We emphasize that it is neither professional nor culturally democratic for educators to imply, intentionally or otherwise,

by omission or statement, that life styles and values differ in status or importance. Rather than judging students' values and life styles, the educator should consider appropriateness of certain behaviors for particular life settings. The philosophy of cultural democracy emphasizes that the child is entitled to prepare himself to function competently in familiar, occupational, and social settings which may or may not resemble those familiar to either his parents or his teacher. The educator's role is one of helping students understand which behaviors need to be developed or strengthened to function successfully in particular settings, in other words to make them bi-cognitive.

To move children in the direction of such flexibility, it is essential that conventional teaching styles and curriculum be modified or broadened to become relevant to all children in the classroom. Teaching styles and curriculum, in other words, would at different times reflect the cultural values and socialization experiences of all groups represented in the classroom. Conflicts would be carefully avoided, and the cultural experience of every child would be accorded respect and understanding.

Understanding the cultural or social context in which learning styles develop gives the teacher a starting point for planning culturally democratic educational environments. By definition, a culturally democratic educational environment incorporates the language heritage, values, and learning styles familiar to all children into the educational process with equal value and importance.

MEXICAN AMERICAN COMMUNITIES

There are basically three types of communities in which most Mexican American reside. These communities may be designated as traditional, dualistic, or a atraditional. Atraditional communities

maintain only superficial ties with Mexican culture. Dualistic communities occupy an intermediate position. Our descriptions deal primarily with the values of the traditional communities, i.e., those which are close to the Mexican border, are rural in character, ethnically and maintain strong historical attachments to Mexico. Values peculiar to traditional communities appear in the dualistic and a traditional communities but to a lesser degree.

MEXICAN AMERICAN VALUES

Castaneda, Ramirez and Herald (1974) say that most Mexican American values can be classified into one of four clusters: (1) identification with family, community, and ethnic group, (2) personalization of interpersonal relationships, (3) status and role definition in family and community, and (4) Mexican Catholic ideology.

Identification with Family

The traditional Mexican family and community structure develops in the individual a strong sense of identification with and loyalty to, his family, community, and ethnic group. Anything the individual does, positive or otherwise, affects the reputation of the family. Beyond this indirect relationship to his immediate family, the individual learns to know, and experience loyalty to, a very large number of blood relatives. Moreover, the history of the individual's community is tied either to his family directly or more generally to his ethnic group. These considerations tend to develop a pervasive sense of relatedness.

Most Mexican Americans at a very young age, develop a motivation to achieve for the family. The child's personal identity is strongly lined with the family. This emphasis contrasts with the emphasis given to individual achievement in some other cultures. If this interpretation is correct, Anglo and Mexican American children should differ from one another in their perceptions of who

benefits from achievement. There was a recent study based on just this particular idea.

"Ramirez and Price-Williams asked Anglo and Mexican American children to look at a series of pictures from the School Situation Picture Stories Technique and to make up stories that would describe each picture. The stories were scored first by a system in which points are assigned each time a child's story mentions achievement for the individual. For example, a child would earn one point by saying, "This boy is the best on his team and grows up to be one of the best pitchers in the world." When the stories were scored on the basis of individual achievement themes, the Anglo American children earned higher scores than the Mexican American children.

The researchers then rescored all the children's stories, this time giving credit for any mention of achievement which involved the child's family ("The boy helps his father get the work done so they can go on the train and visit their cousins.") When the stories were scored in this fashion, the Mexican American children were superior to the Anglo American children.

What is the significance of this research for teachers? For one, this indicates that Anglo American children feel more "at home" in a classroom which defines achievement almost exclusively in terms of benefit for the individual. This problem could be corrected partly by emphasizing the significance of the individual's achievement for his family: "This is a very nice picture, Luisa, and I'd like you to take it home and let your parents see what nice work you do." This is more important than occasional mention of the child's family directly in the educational process. Parental involvement strengthens the idea in the child that scholastic success is important

to his family. To achieve this, the teacher can develop curricular materials which the child begins at school, and then completes with his parents and siblings at home. When the worksheet of a child in a project is displayed on a classroom wall, the child experiences pride from being an important part in producing something which has brought recognition to his family.

Another strategy for basing education on the family achievement motive is simply to invite Mexican American parents to classroom. This particular strategy is discussed in another competency.

Closely related to the family achievement motive is the more general motive: to achieve through cooperation rather than through competition. The emphasis on cooperation is a logical part of the value attached by Mexican Americans to the family, community, and ethnic group. Within the value frame-work of traditional Mexican American communities, striving for individual gain is interpreted as selfish. More specifically, competition between individuals is though to detract from common or shared objectives.

"The effect of emphasizing this value in socialization practices is readily visible in situations in which children are required to interact either cooperatively or competitively with other children. This assumption formed the basis of a research project conducted by Spencer Kagan and Millard Madison at U.C.L.A. Kagan and Madison studied the ways in which Anglo, Mexican Americans, and Mexican children responded to task under conditions of cooperation and competition. They found that when rewards could only be achieved through cooperation, Mexican children were the most successful, Mexican Americans next, and Anglos least successful. When children were instructed to

compete on the same task, the Anglo children were the most competitive, followed by the Mexican Americans, and then by the Mexican children. These findings suggest cultural differences in motivational styles which follow from values emphasized in the child-rearing practices of different communities. Anglo children are typically reinforced for competitive behavior whereas the Mexican Americans, and Mexican cultures tend to reward cooperation. (This should not be interpreted to mean that Mexican and Mexican American children are not competitive, but merely that they are not as competitive as Anglo American child.)"

The findings from the two research studies described above help explain why Mexican American children are often described as not being "motivated" or "achievement oriented." Many of these children suppress individual gain in favor of family, community, or peer group gain. Teachers could utilize this characteristic preference projects which require children to work together and share in the achievement of the group.

This cooperative mode of interacting and achieving is of great significance for educators. The immediate implication of this fact is the appropriateness of cross-age teaching for Mexican American children. In this way older Mexican American children can express their responsibilities by helping teach the younger students.

The ability and willingness to speak Spanish is also considered an important criterion of identity with the ethnic group. For this reason, encouraging Spanish fluency in Mexican American children strengthens their self-respect and sense of honoring the traditions upon which their identity is based. In the Mexican American culture

much importance is attached to the Spanish language. An assault on the value of the language is, therefore, interpreted as an assault on the very fabric of the culture.

Personalization and Interpersonal Relationships

Another set of values characterizing traditional Mexican American is a strong humanistic orientation to interpersonal relationships. This orientation seems to be a natural outgrowth of the cooperative aspects of relationships common to traditional Mexican American communities. In the traditional Mexican American community a person who has the capacity to help assumes this role, knowing that he can expect others, in turn, to extend the same courtesy when he is in need of assistance. The commitment to help others leads to the development of sensitivity to the needs and feelings of other people. This sensitivity is applied to both the verbal and nonverbal aspects of interpersonal relationships. It permits the individual to read and understand another person's feelings without that person having to express his needs openly. This may explain why Mexican American children seldom ask for help with their school work even though they may be doing poorly, they are accustomed to having others respond to needs expressed in an indirect, nonverbal way. This interpersonal style is often unfamiliar to teachers whose own socialization experiences stressed the importance of "Say what you mean" and "Get it out into the open."

"Thus, children are socialized to be extremely sensitive to the feelings expressed by others so that they can respond to them in an acceptable manner. As a result, they are very aware of their social environment and have also differentiated it (e.g., they have labels for different parts of the social environment.) Research has shown,

Mexican American children not only give more associations, but also give associations which can be classified into more categories such as physical, social, and intellectual characteristics. One implication is that Mexican American children may do better when the curriculum has human content as opposed to one which is devoid of social, human characteristics."

The significance of close interpersonal relationships based on the extended family is often not appreciated or understood by people brought up in the American middle class family. In the traditional Mexican American community, the extended family is a source of security, the individuals rely on members of the extended family for help, rather than on impersonal institutions. The child goes to school expecting a very close and personalized teacher-child relationship. The "objectivity" and "impartiality" of many teachers is often interpreted as rejection. Many Mexican American children believe that most Anglo teachers simply do not care about them. The teacher of Mexican American children, therefore, should be child centered. It is appropriate to make frequent use of social regards which indicate the relationship of the teacher to the student ("It makes me happy to see you do that so well," or "How nice; you did it just the way I asked you to.") This simple strategy can do much to avoid the danger of unintentionally appearing remote and uncaring.

Status and Role Definition

For status and role definition of each individual in the traditional Mexican family structure it is necessary that every member know his responsibilities to the others, that he know what is expected of him, and what he can expect in return.

"Two words in Spanish characterize the main goals of child socialization in traditional communities, respeto (respect) and

role in child socialization by reinforcing many of the values already discussed, particularly identification with family and community and ethnic group. In keeping with the music of the traditional Mexican American culture, the Mexican Catholic Church emphasizes respect and social education. Thus, the Church serves to encourage and maintain the integrity of the Mexican American culture and its values. Even when all other social and educational institutions appear irrelevant and indifferent, the Church can be relied on to act as a source of support for the community's language, cultural observances and values.

This is just a brief introduction as to how most Mexican Americans from a traditional Community might differ from that of the Anglo culture. If a teacher agrees that these differences exist then there are certain "educational implications" of Mexican American Values.

The following list was developed by Castaneda, Ramirez and Herald (1974).

EDUCATIONAL IMPLICATIONS OF MEXICAN AMERICAN VALUES

1. Personalize the curriculum: relate personal experiences and interests of the children and yourself to the curriculum. Use personalized rewards which make your relationship with the child closer: "I am proud of you," or "Now that you can read that book, we can both read it together."

Mention personal feelings, your own likes and dislikes, to the children from time to time.
Tell the children things about your own life, show them pictures of your family, have members of your family visit the school. Take care to know things about the children: their favorite colors or foods, something they like doing, or a visit they enjoy. Compliment them on their appearance, new clothes, etc. Above all, be sensitive to their home background. Display photographs of the children in the classroom. Lesson material should be related to personal experiences whenever possible: math stories can refer to local places; for instance, mention a local store instead of just saying "the store". Relate feelings mentioned in stories to the children's own feelings.

and bien educado (well-educated socially). The child is expected to respect the status and feelings of others and to demonstrate acceptable social behavior by assuming the responsibilities of his assigned role. Parents place as much emphasis on social roles and behavior as they do on academic education. They are often confused when school personnel do not seem to understand that a child's duties at home, such as having to stay home to care for younger family members, are just as important as his education of school."

The teaching style which is most characteristic in the traditional Mexican American community is modeling. The child learns to "Do it like the teacher" and wants to become like the teacher. It is important, then, that the teacher relate personal anecdotes and be willing to interact with the child outside of the classroom. Rewards which are most effective are those which result in a closer relationship between the child and the teacher.

"Separation of the sex roles is clearly defined in traditional Mexican American communities. Men are considered to have more status in business and politics, whereas women have more status in religion, child rearing, and health care. Although these emphasis are undergoing some modification, teachers should be cautious of forcing Mexican American children from traditional families to do tasks or assume roles which contradict the established sex role."

Mexican Catholic Ideology

The fourth and last category which Mexican American values can be categorized in the Identification with Mexican Catholic Ideology. Mexican Catholicism is a mestizo religion, representing a combination of the Indian and European beliefs and practices. It plays a central

2. Humanize the curriculum, especially when teaching math and science concepts. (Sesame Street is a useful source for ideas.) Include fantasy and humor in the curriculum. Use puppets and role-playing techniques.

Puppets and felt figure stories can be used for introducing math and science concepts.

Children's worksheets should include items depicting people, animals, faces, etc.

Encourage storytelling by telling stories frequently.

Dramatic situations should be devised in which the child acts as if he is in another situation.

Children should be encouraged to sympathize with each other and with people they hear about in stories ("How do you think Miguelito felt when"). Provide opportunities for the children to tell stories about pictures they draw or paint.

3. Encourage cooperative group work.

Reward instances of helpfulness and consideration you see in the classroom with your approval. For instance, remark on how nice it is to see a child or children helping a new student.

Assign tasks for small groups of children to do together. Friends can cooperate on doing worksheets, measuring, playing games, cleaning up or tidying, delivering massages. Murals and wall charts make good cooperative activities.

Encourage a cooperative attitude about classroom behavior. Point out that good behavior, particularly on the playground or when there is a substitute teacher, reflects on everyone in the room.

Occasionally direct children to each other for help in their classroom work; for instance, they can ask each other how to spell words, how to read words, how to do expanded notations, etc.

4. Arrange the classroom so that it permits maximum adult-child contact.

A classroom with learning centers permits some children to work alone, enabling the teacher to work with small groups or individual children. Make use of kidney-shaped tables, rugs, and other areas which increase contact with the children.

5. Be sensitive to the child's feelings, remembering that child-centered approach, rather than task-centered one, is more effective with most Mexican American children.

Children's contributions should be accepted even if they occur at inopportune moments. If you cannot stop what you are doing to listen to a child, say politely that you will listen as soon as you have a moment, and then make sure that you do so. Children should be free to express their likes and dislikes about activities in the room. You should be able to say,

"I know you don't like doing this, but I want you to do it for a little while. After this, we'll do something that you like." That is, the child might have to do something, but he should not have to pretend he likes it when he doesn't. Make your feelings, preferences, moods, etc., known to the children from time to time.

Be sensitive to emotional upsets the children may be experiencing and don't pressure them to perform as usual if you know of or sense some unusual situation.

Take advantage of opportunities to communicate with individual children through meaningful looks, smiles, putting your arm around them.

- Provide opportunities for children to work right next to you, particularly when you are reading a story or when they are reading to you.

When children are having a good laugh, do not feel reluctant to share in their laughter.

6. Implement cross-age teaching.

Cross-age cooperation should be planned. Older children should be invited to the room. The children should invite younger children in from time to time or go to younger classrooms to help. Older children should be used as cross-age tutors for a variety of activities (academic subjects, P.E. games and a puppet theater).

7. Use as much Spanish in order to show the children that the language has prestige among adults. Be particularly careful to address outside visitors who know Spanish in this language. The daily story should often be in Spanish or at least contain some Spanish words and phrases.

The class should learn Spanish songs and rhymes.

All concepts should be presented or reviewed in Spanish.

Ask the children how to say things in Spanish, Spanish names should be pronounced correctly.

8. Most Mexican American children from traditional communities and children whose families have recently migrated from Mexico need some English-as-a-Second-Language training.

Bilingual parents or older children can tutor small English-as-a-Second-Language groups or individual children.

English-as-a-Second-Language lessons should include review of concepts a child is learning in Spanish.

9. Introduce Mexican, Mexican American, and Spanish heritage materials and cultural activities into the curriculum.

Mention holidays that are celebrated by the local Mexican American community, and hold appropriate celebrations in the classroom.

Bring Spanish language magazines, books, comics, and newspapers into the room.

Be aware of celebrations that the children in the classroom will know about: confirmations, wedding, etc. Mexican Americans who are prominent in public life-sports figure, people in government, artists-should be featured in lessons and bulletin board displays. Members of the local community should be invited to the classroom. Refer from time to time to the extended family. No child, Mexican American or non-American, should ever feel that his culture or family is not represented. Social studies units should cover topics from the heritage and cultural backgrounds of all the children.

10. Encourage parent involvement and achievement for the family.

Parents should be made to feel welcome in the classroom. Have a list of activities and lessons on hand that a visiting parent can conduct. Learn about individual parent's interests and talents so these subjects can be added to classroom activities. Make a point of personally inviting each parent to visit the classroom or participate in classroom activities. (At the same time, care should be taken that a parent who is unable to visit due to work, small children at home, etc., does not feel that he or she is being "pressured".) Send messages to the child's family; and, when possible, speak with his parents, expressing pleasure at his achievements. Remind the child how proud his family will be that he can read, add, subtract, etc.

While talking about when the child grows up, mention the child's family; for instance, ask the child how his mother will feel when he graduates, or mention how pleased the family will be when the child is big enough to drive them in the car. Send the child's paper home frequently, reminding the child how pleased his mother will be to see his work. Brief notes should be added to the papers, if possible.

Make every effort to meet families personally, and take any opportunity to express appreciation of what the families do for their children.

Make wall displays using materials the children have worked on at home with their parents. Also send home work (such as drawings). Sometimes ask the children to bring the work back so that you can put them on the wall.

FILMSTRIP NARRATIVE

CULTURAL VALUES AND COGNITIVE STYLES

Module #7

VISUALS

NARRATIVE

- | | |
|-----------------------------------|---|
| 1. Focus Frame | |
| 2. Texas A&I Frame | Texas A&I University, Child development Associate training materials presents |
| 3. Title Frame | Cultural Values and Cognitive styles, Module #7 |
| 4. Christmas Tree and pinata | This module will focus on cultural values and how they affect a child's cognitive style. Specifically this filmstrip will consider Mexican American children and how their cognitive styles differ from the Anglo American as a result of a different cultural background. |
| 5. Children in traditional dress | Cognitive styles is basically the particular way a person thinks, perceives the environment, and organizes information about it. Usually a child's cognitive style is greatly influenced by his cultural background. Cultural background includes values, life styles, mother's style of teaching and childrearing practices. |
| 6. Black, Anglo and Chicano child | These children have different cultural backgrounds. One is a Mexican American from the Southwest, the Anglo American is from New York and the Black-American is from Georgia. Probably, each child has a unique cognitive style which has largely been determined by the distinct culture of each family. |
| 7. Teacher/children | Cognitive style includes how an individual relates to his environment in terms of human relationships, communication styles, motivational styles and learning styles. The teacher should be well aware of this in order to relate, communicate, motivate, and teach the young child. |
| 8. Teacher working with one child | It may be necessary for the teacher to develop or strengthen a student's behavior in a particular setting but passing judgement on a child's cultural values and lifestyle can be damaging to the student and the student-teacher relationship. This student has difficulty working independently so the teacher is encouraging him by giving him small tasks that he can do alone. After a few minutes he will be allowed to join a small group. |
| 9. Teacher with small group | In order to provide the appropriate curriculum, teaching styles, and classroom atmosphere that reflect the student's culture; understanding of that culture is essential. Specific techniques and methods should be outlined. |

10. Group of children
The particular values mentioned here can usually be attributed to traditional Mexican American communities that are close to the Mexican border, are rural in character and maintain strong historical attachments to Mexico.
11. List
Castaneda, Ramirez and Harold classify Mexican American values into 4 clusters.
 1. Identification with family, community and ethnic group.
 2. Personalization of interpersonal relationships
 3. Status and role definition in family and community
 4. Mexican Catholic ideology
12. Child
This filmstrip's main purpose is to identify some of the differences and also to point out various ways to work more effectively with Mexican American students in the classroom.
13. Group of people
In general, the traditional family and community structure develops a strong sense of identification and loyalty to the group. Emphasis on individual achievement is secondary and the child's personal identity is linked with the family, community or ethnic group. This cultural value requires a distinct educational approach.
14.
Achievements of the individual should be related to the family. This teacher is remarking to the child how proud his family will feel when they see her great drawing.
15.
Taking home a message rewarding his endeavors for the day has been a positive move for this pupil.
16. Shot of parent reading to children
Parental involvement should be a continuous activity when Mexican Americans are involved. This visiting parent is reading the children a story. A list of different activities that parents can conduct has also been constructed by the teacher.
17. Parent helping with children
Helping with class presentations, field trips and parties also provides a needed link between family and school.
18. Children helping each other
Since group achievement is more relevant than individual achievement cooperative group work is stressed. Children are rewarded for assistance to others.

- | | |
|---------------------------------------|---|
| 19. Small group of children working | Assigning tasks suitable for small groups of children is very effective and reinforces cooperation. |
| 20. Teacher talking to children | This teacher is explaining to the children that good classroom behavior is a cooperative effort. |
| 21. Older child with younger child | Cross-age teaching is another method that encourages cooperation. Some older children have been invited to play with the younger ones. |
| 22. Children playing on monkey bars | These third graders have been encouraged to play with the younger children. |
| 23. Teacher/children | The child's identification and loyalty to his ethnic group requires the teacher to use his language and culture when possible. Spanish can be used informally throughout the school day for giving directions, addressing the children, and speaking to other adults. |
| 24. Teacher doing flannel board story | Singing songs, reciting poems, doing fingerplays and reading stories in Spanish also helps the child feel comfortable and more at home in the classroom. |
| 25. Structured learning situation | Concepts should of course be introduced in the child's dominant language but review can be followed in the second language. |
| 26. Cultural activity | Mexican cultural activities should be included in the curriculum. Holidays, weddings, confirmations and other festivities can be discussed and celebrated. |
| 27. Children/pinata party | This festive day is concluded with the breaking of the pinata. |
| 28. Teacher reading a story | Using Spanish materials such as books, magazines, games and displaying prominent Mexican American figures help the children relate and feel proud of their ethnic membership. |
| 29. Teacher with puppet | Mexican American children react more positively to a curriculum that is humanized. This puppet often is used to introduce math concepts. |
| 30. Children working | Children's materials including blocks, cards, worksheets etc should include pictures of faces and animals |
| 31 Child talking to teacher | This child is relating a story about the picture he has drawn. |

32. Teacher child affectionate pose
Personalizing the curriculum and the teacher-student relationship is another good technique to use with Mexican American students. Relating personal facts, likes and dislikes to the children helps them feel closer and more willing to please.
33. Close-up of child
Closeness is further encouraged when efforts are made to know personal facts about the children.
34. Children baptizing doll
Familiar places, objects, and concepts can be used throughout the day. Here the children are baptizing the baby at the housekeeping center.
35. Children at snack time
A fiesta of milk and cookies and a dance follows the ceremony.
36. Teacher comforting child
Sensitivity to the child's feelings has a positive effect on most children.
37. Child whispering in teachers ear
Children's comments and contributions should be accepted even if they occur at busy moments. Sometimes it may be necessary to delay the comment but always try to find time to listen
38. Child crying
Being sensitive to emotional upsets may take time but is worthwhile in the longrun. Children should not be pressured into the usual routine when they are not up to it. Maybe something different can be assigned for that day or period.
39. Children
Mexican American children usually have different cognitive styles than either Black Americans or Anglo American. Some basic suggestions have been indicated to allow for these differences. As with all generalizations, not all Mexican American children require this type of treatment.
40. Child drawing
Some will be aggressive and independent and not require very much interaction with the teacher but will enjoy working on their own. Use the guide in your curriculum for specific suggestions on how to observe for specific cognitive styles in your children.
41. THE END
42. Credits

CULTURAL VALUES AND COGNITIVE STYLES
POST-ASSESSMENT

- _____ 1. To impose unfamiliar language, new attitudes and values on a child is to:
- a. introduce him to desirable qualities which bring success.
 - b. Ask him to reject his own culture and thus put him in conflict
 - c. Immediately put him at ease with children of other cultures.
- _____ 2. Of the following statements, the one not considered an aspect of the value cluster "Identification with Family, Community, and Ethnic Group" is:
- a. An individual's actions affect the reputation of his family
 - b. Mexican - American families are part of a much larger family
 - c. Mexican-Americans are more influenced by their peer than by their families.
 - d. Mexican-Americans are united by a strong spiritual bond
- _____ 3. To encourage achievement for the family, the teacher should:
- a. Ask children to tell stories about the lives of Mexican heroes.
 - b. Make curriculum materials available to parents
 - c. Have parents grade their children's work
- T F 4. American education is culturally undemocratic because the culture and values of some groups are excluded.
- T F 5. When a Mexican American child from a traditional community is more than usually quiet, he probably didn't do his homework.
- T F 6. To make curriculum more relevant with the learning styles of Mexican American children from a traditional community, the teacher should use teaching machines.

7. In the following characteristics write the letter of the group which it best describes:

A. Traditional B. Dualistic C. Atraditional

- _____ - Highly urbanized and acculturated
- _____ -No Spanish is spoken or English is the primary language.
- _____ -Speaks both Spanish and English
- _____ -Most of them adhere to Mexican Catholic ideology
- _____ -Urbanized and has accommodated to middle class values
- _____ -Less emphasis on teaching children to show respect in traditional Mexican mode
- _____ -Traditional Mexican values do not form the basis of their child-rearing practices
- _____ -Adheres closely to traditional Mexican Values

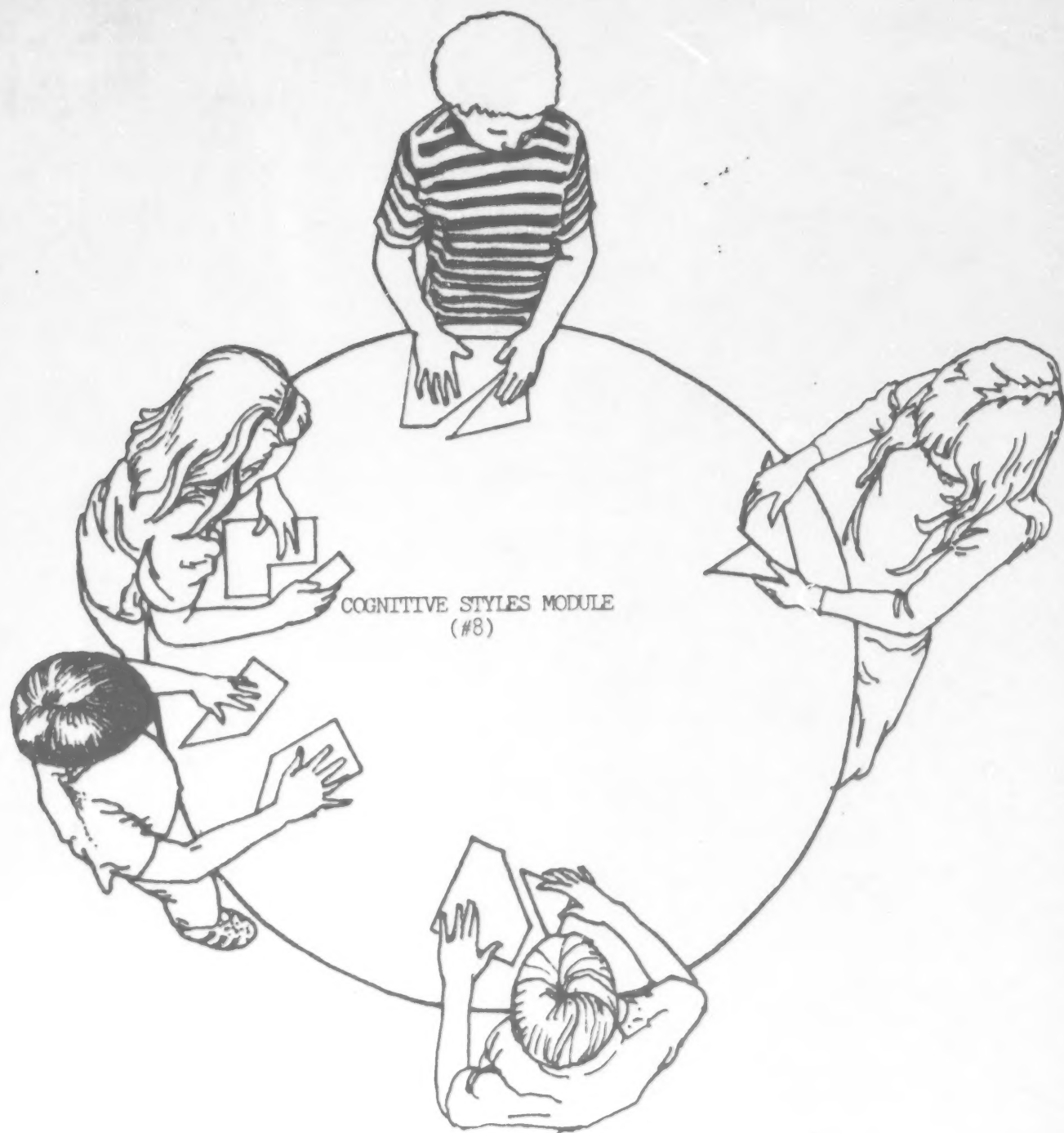
8. Define cognitive style.

9. List two aspects of a cognitive style.

- a. _____
- b. _____

10. List five educational implications of Mexican American Values.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____



TEXAS A&M UNIVERSITY
KINGSVILLE, TEXAS

MODULE CONTENT

Completing the Module (steps to follow)

Performance Objectives

Pre-Assessment

Learning Activities

Module Narrative

Module Filmstrip Script

Post-Assessment

COMPLETING THE MODULE

To complete this module, you have to demonstrate your ability to do certain things. These things are called performance objectives, and listed as "Module Objectives".

In order to decide what learning activities you need to work on, you need to determine what you already know. In order to determine this, an initial evaluation needs to be made. This initial evaluation consists of the following three steps:

1. The candidate performs a self-evaluation by answering a questionnaire pertaining to this module.
2. The trainer evaluates the candidate based on classroom observations of the candidate.
3. Both the candidate and the trainer come to an agreement as to whether or not the candidate needs to gain further competency in this particular module.

Once you know where you are and where you need to go, with the assistance of your trainer, select one of the three learning activities cycles in this module which will help you gain needed knowledge and skills.

If you feel you are ready for the post-assessment, after completing the cycle of activities, decide on the post-assessment procedure with your trainer. This decision should be made with the advise of your trainer. The next step is to decide on whether or not you are competent in relationship to the performance objectives of this module. This decision should be made in agreement with your trainer.

If found to be competent, proceed to the next module on your work plan. If further training is needed select another cycle of activities or create experiences which you and your trainer feel will help you achieve the objectives of the module.

To summarize

1. Review the objectives of the module.
2. Perform the initial evaluation (pre-assessment)
 - a. The candidate performs self-assessment.
 - b. The trainer evaluates the candidate.
 - c. Candidate and trainer agree on conclusions of assessment.
3. Select the learning activities cycle.
4. Complete the learning activities.
5. Decide on post-assessment procedure.
6. Decide on module competence (post assessment).
7. If found to be competent, proceed to next module on work plan. If further training is needed, select another cycle of activities or create other experiences to help you achieve competency.

PERFORMANCE OBJECTIVE
(COGNITIVE STYLES)

Definition: Candidate determines the preferred learning style of the children to better match his or her teaching style and materials with the learning style of the children.

This module focuses on the candidate's ability to assess the child's learning style. In addition to this, the candidate learns to select appropriate curriculum materials to match the learning style. Strategies to promote bicognitive development in children must be planned and implemented.

- Objectives:**
- The candidate will demonstrate knowledge as to what cognitive style is.
 - The candidate will demonstrate knowledge as to what the difference between the two styles are.
 - The candidate will assess the children's learning styles.
 - The candidate will demonstrate knowledge as to what curriculum materials are appropriate for the child's learning style.
 - The candidate will demonstrate strategies to promote bicognitive development in children.

COGNITIVE STYLES
PRE-ASSESSMENT

1. Define cognitive style.

2. _____ Research has shown that the incentive-motivational style of Anglo American children is predominantly:

- a. competitive
- b. cooperative
- c. a mixture of cooperativeness and competitiveness

3. _____ Mexican American culture seems to foster an ability to work on tasks that:

- a. require competitiveness and have social content
- b. deal with the social environment and require cooperative endeavor
- c. deal with space relations and must be carried out alone

4. _____ Field independence is:

- a. typical of most cultural minorities
- b. typical of Mexican Americans
- c. a kind of cognitive style

5. _____ The field independent and field sensitive child rating forms are used to assess:

- a. only field sensitivity
- b. only field independence
- c. both field sensitivity and field independence
- d. intelligence

6. T F Field sensitive children prefer to work alone.
7. T F Field sensitive children personal approval from the teacher
8. T F Field independent children are antisocial
9. T F Field independent children seem to learn better when the teacher demonstrates for them.
10. Describe how to assess a child's learning style.

MODULE

LEARNING ACTIVITIES

Competency: Advancing Physical and Intellectual Competence

Functional Area: Cognitive

Module: Cognitive Styles (Module #8)

Skill: Identification

Activity #1

The trainee will view the filmstrip corresponding to the Cognitive Styles Module #8

Activity # 2

The trainee will read the narrative of the Cognitive Styles Module #8 and discuss it with the trainer.

CYCLE I

Diagnostic

Activity # 1

Select four children, two of whom you have identified as being field sensitive and two of whom you have identified as field independent. (Refer to cycles 1 and 2 of Module #7). You will conduct a study of these children to determine how they see their relationships with other children, friends and relatives.

Prescriptive

Activity #2

Develop a plan on how to teach these four children the "free association" game. After you feel the children know how to play the game, ask them (individually) to name three friends. You might ask, "What words does the name _____ bring to mind?" (e.g., "tall", "friendly"). It is a good idea to limit the time for responses (15 or 20 secs.). In addition to this, it might be a good idea to tape record the session.

Implementation

Activity # 3

Carry out your plan of action. Make sure you demonstrate how to play "free association" game. Make sure the children have demonstrated that

they know how to play the game before they are asked to free associate their friends' names. Try to make the children feel at ease.

Assessment

Activity # 4

Review the tape recordings of the "word association" game. Compare the responses of the children. Some things to look for:

- Number of responses (words)
- Number of synonymous or overlapping terms
- Number of categories covered (such as physical characteristics, social traits, etc.)
- Are there any patterns. Do the responses of the field sensitive children differ from those of the field independent children.

Cycle II

Diagnostic

Activity # 1

Using the two child rating forms, determine whether your children are field sensitive or field independent. This "global rating is used to determine a child's preferred cognitive style (The completion of this cycle of activities will take all year).

Prescriptive

Activity # 2

Develop materials and activities which will match the children's preferred cognitive style. Then assign the children to a group in which instruction is matched to his preferred cognitive style.

Implementation

Activity # 3

Present the activities and materials which match the children's preferred cognitive style. Do this at the beginning of the year then gradually introduce them to functioning in the unfamiliar cognitive style.

Assessment

Activity # 4

Continually observe the children to determine the extent to which he is displaying behaviors of the unfamiliar cognitive style (and thereby becoming bicognitive). Are there any noticeable differences or changes in the children. What are some of the changes that have occurred this past year in the children.

CYCLE III

Diagnostic

Activity # 1

Select four children, two of whom you have identified as being field sensitive and two of whom you have identified as field independent. (Refer to cycles 1 and 2 of Module # 7). You will conduct a study of these children to determine how they see their relationships with other children, friends and relatives.

Prescriptive

Activity # 2

Select situation pictures which you feel would be good to present to your four children. You will ask the children to tell stories that each picture might illustrate. Show the same pictures to all four children individually. It might be a good idea not to time the responses. In addition to this plan to tape record the sessions.

Implementation

Activity # 3

Carry out your plan of action. Make sure you selected picture which has at least one child of preschool age in it. Try to make the child feel as comfortable as possible.

Assessment

Activity # 4

Review the tape recordings of the stories told by the children. Compare the responses of the children. Some things to look for might be:

- Longer or shorter stories
- Number of characters mentioned in the stories
- Which stories more often referred to close relationships between story characters? Are the story characters described as caring for one another and seeking comfort from one another?
- In the stories described, are the children using teachers and adults as models of their own behavior?
- Do achievement themes benefit the character's family and community?
- Do any of the characters achieve by themselves and largely for themselves?
- Are there any cultural differences such as incentive-motivational behaviors?
- Are there any patterns in the responses. Do the responses of the field sensitive children differ from those of the field independent children.

MODULE NARRATIVE
OUTLINE
(COGNITIVE STYLES)

- I. What is Cognitive Style?
- II. Two kinds of Cognitive Styles
 - A. Field Independent - Field Sensitive / Differences
 - B. The Observable Behavior Rating System
- III. Field Sensitivity and Field Independence in Children
 - A. Determining a Child's Preferred Cognitive Style
 - B. Observing Growth in the Unfamiliar Cognitive Style
- IV. Rating Forms

(Most of the material contained in this narrative is from New-Approaches to Bilingual, Bicultural Education, by Alfredo Castaneda, Manuel Ramirez and P. Leslie Harold (1974). The book is published by the Dissemination and Assessment Center for Bilingual Education; 6504 Tracor Lane; Austin, Texas 78721).

WHAT IS COGNITIVE STYLE?

It has been noted in the previous module, "Cultural Values and Cognitive Styles", that "Cognition" really means nothing more than thinking or knowing. It has also been noted that some people differ in the ways they think. This difference is mainly due to cultural differences. We might say that the differences in the way people think and process information is the same difference as to how they perceive the environment and organize information about it. When looking at a picture or painting, "What do you see?" Some persons look at details and study the use of forms and colors, others see the effect of the mural as a whole.

Cognitive style also refers to differences in noticing social aspects of the environment. Some persons tend to look at other's facial expressions and moods (non-verbal indications of feelings) while others ignore these cues and instead notice physical features of the environment. Some children prefer a math lesson which gets right down to the facts: "This line is exactly one inch longer than that line." Other children are put off by this approach. They may prefer the Sesame Street approach in which the shorter line expresses some feelings about being the shortest part of the triangle. To these children lines as lines are not meaningful unless they are given human or social attributes. The meaning of cognitive style must, then, include more than just sensitivity to wholes or parts. We will therefore say that cognitive style in children is the way in which the child communicates with others, the way in which the child relates to others, the way in which a child is motivated to do things and the way he perceives and thinks about his environment. All of these four factors make up a person's cognitive style.

COGNITIVE STYLE

Communications Styles
Human Relational Styles
Incentive-Motivational Styles
Ways of perceiving and thinking

TWO KINDS OF COGNITIVE STYLES

Ramirez, Castaneda and Herold have identified two kinds of cognitive styles. The two styles are field sensitive and field independent. Field sensitive persons tend to organize their perceptions and experiences in terms of wholes or totalities. They are generally sensitive to the overall mood or social atmosphere of objects and events. Their sensitivity to the field or background of their environment influences their perception of objects, persons and social events. By comparison, field independent persons respond to events and objects independent of the field or context. Their selection and organization of information develops from attention to parts, with relatively little attention paid to the total formed by the parts.

Field Independent - Field Sensitive / Differences

Researchers have found many other differences between field sensitive and field independent persons. The following five conclusions are summaries of the studies made.

1. Field independent persons perform better than field sensitive persons on tests which involve separating a part from an organized whole or rearranging parts to make a whole.
2. Field independent children tend to be "task-centered" in taking tests; field sensitive children tend to glance at the examiner and pay more attention to the social atmosphere of the testing situation.

In attempting to discover why field independent children earn higher I.Q. scores than field sensitive children, Goodenough and Karp (1961) found that field independent children could more easily separate parts from an organized whole and could more easily arrange parts to make a whole. They found these children's performance superior on both the Picture Completion and Block Design and Object Assembly subtest of the Wechsler Intelligence Scale for Children. Cohen (1969) found that field sensitive children attend to wholes and global impressions, frequently overlooking features of test items which form the basis of a "correct" response.

Two studies (Konstadt and Forman, 1965; Fitzgibbons, Goldberger,

and Eagle, (1965) have indicated that task-centered behaviors are more apt to be found among field independent children than among field sensitive children. Because most intelligence tests are timed, more points are earned by children who concentrate on the task and work quickly - another factor which favors better performance by field independent children.

Keogh, Welles, and Weiss (1972) and Ruble and Nakamura (1972) indicate that field sensitive children pay more attention to social features of the test-taking situation than do field independent children. They found that field sensitive children tend to look up from their work and attempt to establish some form of social contact with the examiner.

Considering the formality and "professional objectivity" of most test-taking situations, it is apparent that school testing is biased in favor of field independent children because of the nature of the tests and the way in which they are usually administered.

3. Field sensitive persons appear to be more imaginative in verbally describing social situations. The social environment seems to be more significant for field sensitive persons in others ways: They tend to remember faces and social words better than field independent persons. They are more influenced by expressions of confidence or doubt than are field independent persons.

The Thematic Apperception Test consists of a set of realistic drawings of imaginary persons in ambiguous settings. Subjects relate stories to the picture cards which are then scored on several variables. Witkin et al. (1962) found that field sensitive persons score higher on verbal expressiveness, telling longer and more complex stories than field independent persons.

Two separate studies have found that field sensitive children have a

better memory for faces and social words than do field independent children (Messick and Damarin, 1964; Fitzgibbons et al., 1965). Objects or events of a social nature seem to have special meaning for field sensitive persons. This conclusion is supported by an interesting study conducted by Konstadt and Forman (1965). These researchers were interested in learning if field sensitive and field independent children reacted differently to expressions of doubt or confidence by authority figures. Children were told in their classes either "This doesn't seem like the kind of group that can do well - you're not as fast as the other groups" or "This is a very bright group; you certainly have caught on faster than most children." Konstadt and Forman report that the performances of field sensitive children was noticeably affected by expressions of doubt or confidence. Field independent children, on the other hand, performed essentially the same under these conditions as they had in regular classroom settings.

4. Students and teachers who share a common cognitive style tend to perceive each other more favorably than do students and teachers whose cognitive styles are dissimilar.

DiStefano (1970) asked field sensitive and field independent Canadian college students to rate their instructors using semantic differential scales and single adjective scales designed to assess interpersonal perceptions. Field sensitive students generally gave higher ratings to instructors of their same cognitive style. Field independent students gave more favorable ratings to instructors who were field independent. In addition, the ratings and grades instructors gave their students tended to be more favorable in the case of students whose cognitive styles conformed to that of the instructor.

5. Field sensitive persons prefer psychotherapists with whom they can establish a personal relationship. Field independent persons, on the other hand, prefer therapists who take a more consultantlike role. Field sensitive and field independent psychotherapist, in turn, tend to prefer the very

kinds of client-therapist relationships that field sensitive and field independent persons, respectively, seem to be seeking.

Witkin (1965) showed that field sensitive persons seek to establish a close, personal relationship with a psychotherapist. Field sensitive patients are responsive to the suggestions of a therapist who participates actively in the therapy by asking questions and generally being accessible as a person. Field independent patients, according to Witkin, do not form a close relationship with the therapist as quickly. In general, they expect the therapist to assume the role of advisor or consultant.

Pollack and Kiev (1963) reported that field independent psychiatrists prefer one of two consultantlike roles: that of listening passively to the patient and withholding advice, or assuming a more direct information-dispensing role. Field sensitive therapists, on the other hand, prefer to establish the kinds of close, personal relationships that field sensitive patients, themselves, seem to prefer.

Now that we are more familiar with the two cognitive styles, what do we look for in children to determine what cognitive style they prefer? Two rating forms have been developed to help the teacher determine the child's preferred learning style. The forms are to be filled out after observing the child for some time through out the day.

The Observable Behavior Rating System

There are a number of advantages in using children's behavior as a basis for determining their cognitive styles. For one thing, fears of test failure are eliminated. Children are simply taking part in familiar activities and behaving in ways that are relatively natural. It is also important to recognize that the observer is not influencing the child to act in a particular way.

Using the observable behavior rating system, the observer looks for specific indicators of field independence and field sensitivity. At the end of several observation periods, the observer can determine on the basis of the child's behavior whether the child is primarily field sensitive, field independent, or "bicognitive". In addition, the observer will know which cognitive style forms the basis of that child's behavior in particular learning situations. It is helpful to a teacher to know if a child behaves in a field sensitive way in reading lessons and in a field independent way in math lessons. The Observable Behavior Rating System is intended to provide teachers with this kind of information.

The first and most important step in using any rating system is becoming thoroughly familiar with the rating system's objectives. The Observable Behavior Rating System is used in making judgments of children's cognitive styles. The categories describe behaviors reflecting different cognitive styles: relationship to peers, personal relationship to teachers, instructional relationship to teacher, and the kind of curriculum that facilitates learning. In the following pages we will describe the specific behaviors associated with each of these categories. After becoming familiarized with each category, the reader can begin to make plans for observing children and determining their preferred and unfamiliar cognitive styles.

Category One: Relationship to Peers 1)

Children differ from one another in human relational styles. Field independent children are generally task oriented, giving little or no attention to the social environment of the classroom. They enjoy competing with classmates. They almost always approach recognition and achievement through individual effort. This kind of relationship to peers is an important characteristic of field

independent children.

Field sensitive children generally share a more intimate relationship with their classmates. They enjoy working alongside one another to achieve a common goal. Field sensitive children approach learning as a cooperative and social venture. They help each other, share responsibilities, and seem most comfortable when working in pairs or small groups. Individual competition is as unnatural to these children as it is natural to field independent children. Natural is an important work in this comparison. It has been our experience that field sensitive children do not sit down and formally plan cooperative activities. Instead, they seem almost to drift or migrate in this direction.

Personal Relationship to Teacher (2)

Field sensitive children often relate to teachers in much the same way they do to peers. They generally prefer to interact closely and openly express affection and positive feelings for the teacher. Field sensitive children are noticeably influenced by expressions of approval or disapproval from the teacher. They often actively seek approval ("Is this how you wanted me to do it?" "Do you like the way I did it?")

The relationship of field independent students to the teacher is quite different from this description. Field independent students typically seem to be completely absorbed in what they are doing. They often seem to be working to meet standards they have set for themselves, rewarding themselves with expressions of self-approval when these standards are met. When they seek recognition from the teacher, their interest is primarily centered around correctness rather than the teacher's personal approval.

The interest field sensitive children have in the teacher as a person (rather than as resource) often includes interest in the teacher's life. Field sensitive children will seek information about the teacher's likes and dislikes ("Which is

your favorite color?" or ("What do you bring in your lunch bag?"). The teacher's personal experiences and family life are particularly interesting to field sensitive children: "Who gave you that ring?" or "What do you do when your children are sick?". Field sensitive children also identify with the teacher, using the teacher as an example for their own attitudes and behaviors. The teacher as a person is important to field sensitive children: they often seek to become like the teacher.

Field independent children usually prefer a more formal relationship. They sometimes even resent an adult who distracts them with comments intended to personalize the student-teacher relationship ("That's just the way I would do it, Jose, " or "Why don't you do the next one the way you think I would?"). It is important to keep in mind that field independent children are not antisocial. In other words, their preference for self-directed learning should not be interpreted as a rejection of the teacher.

Instructional Relationships to Teacher (3)

The contrasts we've described between field sensitive and field independent children apply directly to the area of instruction. With their preferences for self-direction, field independent children usually like to try a new task without the teacher's help. It is almost as if they are saying: "I'd like to see how I can do on this test of myself. If you show me how to do it, I won't have a chance to prove myself." This attitude leads field independent children to seek challenges, especially ones that will result in feelings of cleverness, skill, or special ability. Beating classmates to the finish is a common goal among these children (making them more time-conscious than field sensitive children). Field independent students seek rewards which indicate meeting a standard (such as receiving a gold star or having a worksheet posted on a bulletin board).

These descriptions rarely apply to field sensitive children. Rather than

seeking an opportunity to try something new completely their own, these children prefer to have the teacher demonstrate and provide guidance. Here again their behavior suggests a preference for modeling, for using the teacher as an example. The rewards preferred by field sensitive children reflect the importance they attach to the teacher as a person. Field sensitive children prefer to be rewarded in a way that signifies a strengthening of the relationship with the teacher ("You know your multiplication tables so well that I want you to be my special helper. After lunch you can help me teach multiplication to some of the other children.").

Characteristics of Curriculum Which Facilitate Learning (4)

We have found in our work that different kinds of curriculum facilitate learning among field sensitive and field independent children. One of the most obvious differences is the importance the materials attach to wholes and to parts. Field independent children, for example, center their attention on details and work from there to larger concepts. An example of this curriculum preference is provided in the filmstrip corresponding to module No. 9 (Field Sensitive and Field Independent Teaching Strategies"). One of the teachers shown in this filmstrip draws her student's attention to small differences in the two parts of a triangle. This lesson is obviously geared to an analytic cognitive style, or to a tendency to analyze wholes into their component parts. Field independent students do well on this kind of task and need little urging to pay attention to isolated details.

Commercial curriculum, especially in the area of science and math, usually does not facilitate learning among field sensitive children. This seems to be due in part to the stress these materials place on analyzing component parts of wholes. Field sensitive children generally prefer materials which emphasize global characteristics of objects and concepts (see module No. 9) This preference

is expressed in attentiveness to wholes and contexts: "That looks like a man - the circles could be eyes and the triangle could be his nose."

Field sensitive children also like to know how a lesson or activity fits into a bigger picture. What is the objective of the lesson? What will they know how to do at the end of the lesson? How does this lesson relate to other things they have learned? How will the lesson be useful to them in other activities? For this reason, learning is facilitated for these children when the teacher carefully describes the purpose of the lesson and its significance to the children: "Today I am going to show you how to count by twos: after you learn how to do this, you will be able to count things quickly - like pennies in your bank." Sometimes the instructional materials, themselves, satisfy this requirement by illustrating in advance what the work or assignment will look like when completed. When materials provide this kind of overview, field sensitive children are more comfortable and interested. Materials which stress discovery of a concept from studying small details often bore these children and leave them unexcited about learning.

Most field independent learning materials also fail to allow students an opportunity to relate personally to what is being taught. Field sensitive children "warm up" to instructional materials which are relevant to their own lives and experiences. They enjoy materials which present concepts in a humanized or personalized way. The Sesame Street television program contains many examples: geometric objects have faces and feeling, a snake talks and turns into the letter S, and numbers appear in settings of everyday familiarity to children.

Another aspect of Sesame Street which fits in well with this learning style is the use of stories. Stories provide an ideal backdrop for presenting concepts in a colorful and humanized way. In teaching a phonics lesson, for example, a teacher can weave humanized materials into a plot. A mother snake (capitalized S) might teach a young snake (lower case s) how to say his name. Later in the

story the young snake might enter into adventures with characters representing other letters. Stories of this kind facilitate learning of field sensitive children even more when the stories are related to the student's lives or experiences. Readers who have viewed the filmstrip corresponding to Module No. 8 have seen one teacher use materials which resemble this description. The lesson in question was based on the story of several animals who came down from the mountains seeking lodging. As the number of animals increased, the houses (actually columns of ones, tens, and hundreds) quickly filled. The animals expressed concern that they would be left outside but were then reassured that there would always be room in houses to the left of the ones that were full. The animals could not, however, enter any house; they were required to move from right (ones) to left (tens and hundreds) until they found a vacancy. Throughout this lesson, the teacher took care to mention the feelings of the animals and similarities of the situation to the students' experiences: "At your trailer park, Joey, do all the trailer spaces have numbers? Trailer One belongs in one place; each trailer goes in a different place. This is what happens to numbers - all the numbers have a place." The teacher then illustrated this principle by returning to the story of the animals. Numbers, like animals in the story, must observe certain rules in occupying specific columns or spaces.

FIELD SENSITIVITY AND FIELD INDEPENDENCE IN CHILDREN

The Child Rating Forms at the conclusion of this manual can be used in answering two questions: (1) Is a child in general predominantly field sensitive or field independent? and (2) to what degree is a child becoming bicognitive? Let us consider first how the teacher would answer the first of these questions.

Determining a Child's Preferred Cognitive Style

Once a child has been selected, the rater should examine each category of both rating forms ("Field Sensitive Observable Behaviors" and "Field Independent Observable Behaviors") and determine how well that category describes the child.

For example, the teacher may feel that "Prefers to work independently" is "Almost always true" of a child. It is very useful if a coworker can rate the same child without looking at the first observer's ratings. After independently completing their ratings, both persons can compare similarities and differences in their ratings. Often the discussions that follow from these comparisons help teachers to arrive at a common meaning of "Not true," "Seldom true," etc. The discussions also provide teacher and teacher associates with an opportunity to acquaint one another with overlooked or misunderstood aspects of the child's behavior.

When both rating forms have been completed and discussed, the raters are ready to arrive at a judgment of the child's preferred cognitive style (field sensitive or field independent). We refer to this as a "global" rating. The objective of a global rating is to establish whether a child generally displays the behaviors of one cognitive style more than the other. In some cases, of course, it is impossible to say whether the child's preferred cognitive style is field sensitive or field independent. In other words, a child may display mixtures of the two cognitive styles in most school situations. Nonetheless, teachers who are familiar with the behavior observation rating system can determine the preferred cognitive style of most children in the class.

Observing Growth in the Unfamiliar Cognitive Style

One of the goals of culturally democratic education is helping children become bicultural, to function comfortably and competently in both the field sensitive and field independent cognitive styles. A child does not develop in only his preferred cognitive style. Depending on the situation, a bicultural child can learn and relate to other people in either a field sensitive or a field independent manner. In a field independent math lesson, for example, a child whose preferred cognitive style is field independent feels familiar with an abstract impersonal curriculum. He enjoys competition and learns well when the

teacher emphasized individual effort. In a field sensitive math lesson (based on the child's "unfamiliar" cognitive style), the child easily makes the transition from a math lesson which emphasizes inductive reasoning to one which emphasized deductive reasoning. He can work just as well cooperating with his classmates as he can when competing with them in the field independent math lesson.

As our description suggests, bicognitive children are flexible and adaptable. The flexibility and adaptability seems to carry over into areas other than schooling. In many cases these children are bilingual (suggesting that part of their mental flexibility comes from having alternative labels and symbols for reasoning and thinking). (3) These children often are bicultural, having become familiar as children with two cultures (such as the Mexican American culture and the mainstream American culture). Having achieved linguistic and cultural flexibility (and resulting flexibility in cognitive style), bicognitive persons are able to function effectively in very diverse settings.

How can a teacher determine if a child is becoming bicognitive? To answer this question, the teacher must have decided whether the child's preferred cognitive style is field sensitive or field independent (or intermediate). Once this decision has been reached, the teacher should begin observing the child while participating in lessons based on the child's unfamiliar cognitive style. Imagine, for example, that after comparing their separate "global" ratings, a teacher and teacher associate have agreed that a child's preferred cognitive style is field sensitive. The child would then be assigned to a small group of children, all of whom are judged to be field sensitive. Instruction in this group is based almost entirely on the field sensitive teaching strategy described in the following manual. Once the child appears thoroughly comfortable and familiar with learning a particular subject matter (such as math) in a field sensitive way, the teacher arranges for the child to be introduced slowly to field independent math lessons.

As the child is exposed to the unfamiliar teaching style, the teacher and teacher associate continually rate the child with the "Field Sensitive Observable Behaviors" Child Rating Form. When the child regularly displays the behaviors described in this form during field independent lessons and continues to display field sensitive behaviors during field sensitive lessons, the teacher can conclude that the child is becoming bicognitive. In promoting bicognitive development in children, then, the teacher follows this sequence:

1. A "global" rating is used to determine a child's preferred cognitive style.
2. The child is assigned to a group in which instruction is matched to his preferred cognitive style.
3. The child is gradually introduced to functioning in the unfamiliar cognitive style.
4. The child is continually observed to determine the extent to which he is displaying behaviors of the unfamiliar cognitive style (and thereby becoming bicognitive).

CHILD RATING FORM FIELD SENSITIVE OBSERVABLE BEHAVIORS

Instructions: Evaluate the child for each behavior listed below by placing a check in the appropriate column.

Child's Name _____ Grade _____ School _____ Date _____

Observer's Name _____

Situation (e.g., "Math lesson"): for general or overall rating, write "Global" _____

FIELD SENSITIVE OBSERVABLE BEHAVIORS	FREQUENCY				
	NOT TRUE	SELDOM TRUE	SOMETIMES TRUE	OFTEN TRUE	ALMOST ALWAYS TRUE
RELATIONSHIP TO PEERS					
1. Likes to work with others to achieve a common goal					
2. Likes to assist others					
3. Is sensitive to feelings and opinions of others					
PERSONAL RELATIONSHIP TO TEACHER					
1. Openly expresses positive feelings for teacher					
2. Asks questions about teacher's tastes and personal experiences; seeks to become like teacher					
INSTRUCTIONAL RELATIONSHIP TO TEACHER					
1. Seeks guidance and demonstration from teacher					
2. Seeks rewards which strengthen relationship with teacher					
3. Is highly motivated when working individually with teacher					
CHARACTERISTICS OF CURRICULUM WHICH FACILITATE LEARNING					
1. Performance objectives and global aspects of curriculum are carefully explained					
2. Concepts are presented in humanized or story format					
3. Concepts are related to personal interests and experiences of children					

CHILD RATING FORM FIELD INDEPENDENT OBSERVABLE BEHAVIORS

Instructions: Evaluate the child for each behavior listed below by placing a check in the appropriate column.

Child's Name _____ Grade _____ School _____ Date _____

Observer's Name _____

Situation (e.g., "Math lesson"): for general or overall rating, write "Global" _____

FIELD INDEPENDENT OBSERVABLE BEHAVIORS	FREQUENCY				
	NOT TRUE	SELDOM TRUE	SOMETIMES TRUE	OFTEN TRUE	ALMOST ALWAYS TRUE
RELATIONSHIP TO PEERS					
1. Prefers to work independently					
2. Likes to compete and gain individual recognition					
3. Task oriented; is inattentive to social environment when working					
PERSONAL RELATIONSHIP TO TEACHER					
1. Rarely seeks physical contact with teacher					
2. Formal; interactions with teacher are restricted to tasks at hand					
INSTRUCTIONAL RELATIONSHIP TO TEACHER					
1. Likes to try new tasks without teacher's help					
2. Impatient to begin tasks; likes to finish first					
3. Seeks nonsocial rewards					
CHARACTERISTICS OF CURRICULUM WHICH FACILITATE LEARNING					
1. Details of concepts are emphasized; parts have meaning of their own					
2. Deals with math and science concepts					
3. Based on discovery approach					

COGNITIVE STYLES
POST-ASSESSMENT

1. Define cognitive style.

2. _____ Research has shown that the incentive-motivational style of Mexican American children is predominantly:

- a. competitive
- b. cooperative
- c. rivalrous

3. _____ Most American public schools environments:

- a. are incompatible with field independence
- b. do not promote field sensitive learning
- c. are acognitive (neither field sensitive nor field independent)

4. _____ Research has indicated that children whose parents emphasize respect for authority and strong family ties:

- a. tend to be field sensitive
- b. tend to be field independent
- c. are very competitive

5. _____ The field sensitive children prefer curriculum which:

- a. has human or personal content
- b. contains charts and graphs
- c. employs the discovery approach to learning

6. T F Field independent children don't like to finish first.

7. T F Field sensitive children prefer curriculum which has human or personal content.

8. T F Bicultural children are characterized by mental flexibility.
9. T F Mexican American children who are bicultural are usually bilingual.
10. Describe how to assess a child's learning style.

FILMSTRIP NARRATIVE
COGNITIVE STYLES
MODULE #8

VISUALS

NARRATIVE

1. Focus Frame
 2. Texas A&I Frame
 3. Title Frame
 4. Child
 5. Children
 6. List
 7. Two adults
 8. Two children
 9. Teacher
 10. Two adults
 11. List
 12. Children in sandbox
- Texas A&I University, Child Development Associate Training Materials presents
- Cognitive Styles Module #8.
- Cognitive style is the way a person thinks. People often have different cognitive styles, in other words they think differently and learn differently.
- Cognitive style also refers to the way a person reacts to his social environment, that is to the people around him.
- Factors that make up cognitive styles are:
Communication styles,
Human Relational Styles,
Incentive-motivational styles
and ways of perceiving and thinking
- Differences in cognitive styles usually are due to cultural differences. In other words, people who are culturally different oftentimes exhibit distinct cognitive styles.
- Ramirez, Castaneda and Harold have identified two kinds of cognitive styles: field sensitive, and field independent.
- Teachers of young children should be aware of these distinct styles in order to use teaching methods that compliment them.
- The rating system which uses observation techniques included in Module #9 Cognitive Styles can be very helpful in determining your childrens cognitive styles.
- The rating system is divided into four categories:
1. Relationship to Peers
 2. Personal Relationship to Teacher
 3. Instructional Relationship to Teacher
 4. Characteristics of Curriculum which facilitate learning
- Relationship to peers involves the students human relational styles with each other.

13. Child
Field independent children concentrate on tasks and activities and are not as concerned with the social environment of the classroom. They enjoy individual work and competing with one another.
14. Two children
Field sensitive children are close to their classmates. They enjoy working together and helping each other. Competition does not motivate them as it does the field independent children.
15. Teacher
Personal relationships to teachers also show differences with both groups.
16. Teacher and child
Field independent students become very occupied in their tasks and seek the teacher for correctness rather than personal approval.
17. Teacher and children
Field sensitive youngsters are close to the teacher and are always seeking her approval. They oftentimes express open affection and positive feelings for the teacher.
18. Teacher/child
Field sensitive children usually show interest towards the teacher as a person and in her personal life.
19. Teacher/child
The differences between field sensitive and field independent students also applies to the instructional relationship to teachers.
20. Child
Field independent students prefer to be self-directed and attempt things on their own.
21. Teacher/children
Competition is high and rewards which indicate they have met a standard are desired. For example, stars, grades, posting their papers is motivating to field independent students.
22. Teacher/students
Field sensitive children prefer guidance and direction from the teacher. Their reward is in pleasing the teacher and receiving praise.
23. Two children
Since the children exhibiting these two styles are so different it is necessary to use a curriculum which enhances both of their learning styles.
24. Children
Field independent children pay more attention to detail and work their way to the whole whereas field sensitive children usually notice the whole concept or design before noting details.
25. Children
Field sensitive learners work better when they have been given a reason for doing an assignment. They also enjoy materials that relate to their lives and experiences.

26. Elephant

Materials that are humanized and are presented in a personalized fashion are motivating and readily accepted by field sensitive students.

27. Children

Oftentimes children exhibit some behaviors common to both cognitive styles. This means they are becoming bicognitive. One of the goals of a culturally democratic education is helping children become bicognitive.

28. Teacher

Sometimes deciding a child's preference for one style over the other may be difficult. Observing the child as he functions under both teaching conditions may help to determine his preferred style.

29. Two adults

When administering any type of assessment it is useful if two adults who are familiar with the learners administer the tests separately. Ratings can then be compared and discussed.

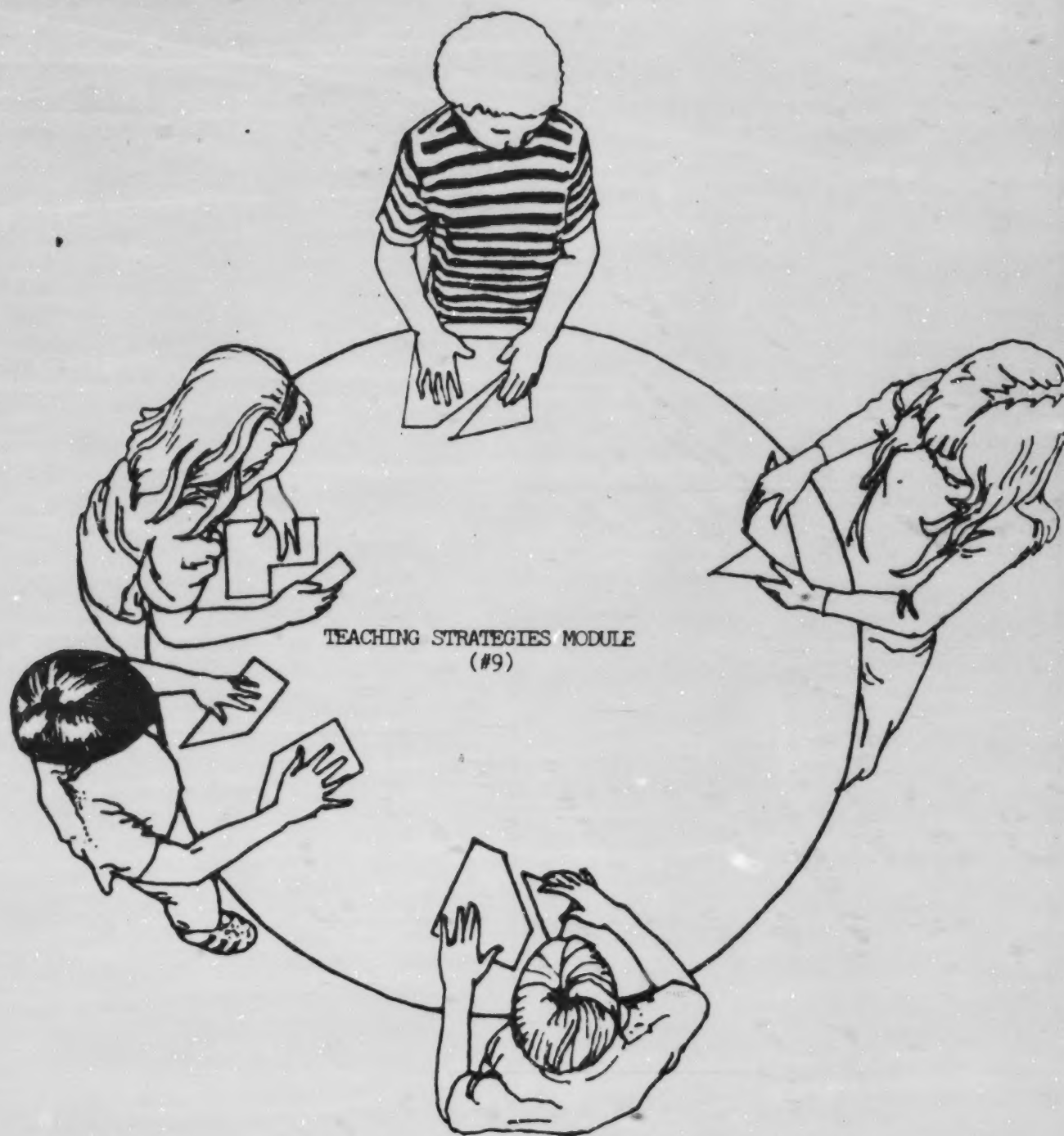
30. Teacher/child

It is best to teach the child in the style that he seems to prefer while slowly exposing him to the other.

31. Child

Teaching and guiding a child in the style or method that he is most familiar and comfortable with is more likely to result in a happier, more successful youngster.

32. The End



TEACHING STRATEGIES MODULE
(#9)

TEXAS A&I UNIVERSITY
KINGSVILLE, TEXAS

MODULE CONTENT

Completing the Module (steps to follow)

Performance Objectives

Pre-Assessment

Learning Activities

Module Narrative

Module Filmstrip Script

Post-Assessment

COMPLETING THE MODULE

To complete this module, you have to demonstrate your ability to do certain things. These things are called performance objectives, and listed as "Module Objectives".

In order to decide what learning activities you need to work on, you need to determine what you already know. In order to determine this, an initial evaluation needs to be made. This initial evaluation consists of the following three steps:

1. The candidate performs a self-evaluation by answering a questionnaire pertaining to this module.
2. The trainer evaluates the candidate based on classroom observations of the candidate.
3. Both the candidate and the trainer come to an agreement as to whether or not the candidate needs to gain further competency in this particular module.

Once you know where you are and where you need to go, with the assistance of your trainer, select one of the three learning activities cycles in this module which will help you gain needed knowledge and skills.

If you feel you are ready for the post-assessment, after completing the cycle of activities, decide on the post-assessment procedure with your trainer. This decision should be made with the advise of your trainer. The next step is to decide on whether or not you are competent in relationship to the performance objectives of this module. This decision should be made in agreement with your trainer.

If found to be competent, proceed to the next module on your work plan. If further training is needed select another cycle of activities or create experiences which you and your trainer feel will help you achieve the objectives of the module.

To summarize

1. Review the objectives of the module.
2. Perform the initial evaluation (pre-assessment)
 - a. The candidate performs self-assessment.
 - b. The trainer evaluates the candidate.
 - c. Candidate and trainer agree on conclusions of assessment.
3. Select the learning activities cycle.
4. Complete the learning activities.
5. Decide on post-assessment procedure.
6. Decide on module competence (post assessment).
7. If found to be competent, proceed to next module on work plan. If further training is needed, select another cycle of activities or create other experiences to help you achieve competency.

PERFORMANCE OBJECTIVES
(TEACHING STRATEGIES)

- The Candidate will demonstrate how she has determined her learning style
- The Candidate will demonstrate how she has determined her Preferred teaching style
- The Candidate will demonstrate her teaching ability in both teaching styles.
- The Candidate will demonstrate how to enhance cognitive growth in children.
- The Candidate will demonstrate knowledge of Piaget's developmental stages.
- The Candidate will demonstrate knowledge of the skills involved in Piaget's developmental stages as they relate to the cognitive styles.

TEACHING STRATEGIES
PRE-ASSESSMENT

Check the answer on the right that most appropriately describes the candidates actions.

	Never	Sometimes	Usually	Always
1. Assesses the children's cognitive skills				
2. Has assessed the children's manner of learning. (learning style)				
3. Has assessed her or his manner of teaching.				
4. His or her teaching stlye matches the children's learning style.				
5. Enjoys time with preschoolers				
6. Speaks with calm, kind voice				
7. Speaks directly to child and doesn't shout at him from a distance.				
8. Speaks to the children distinctly and in short meaningful sentences that he can always understand				
9. Stoops or sits on the floor or a low chair to always be on the child's level.				
10. Gains and controls attention				
11. Informs the child of expected outcomes				
12. Stimulate the recall of relevant pre requisite concepts for lessons.				

	Never	Sometimes	Usually	Always
13. Presents learning materials in a non-confusing manner.				
14. Expresses confidence in child's ability to succeed.				
15. Encourages learning through modeling.				
16. Encourages cooperation and development of group feeling.				
17. Holds informal class discussions relating concepts to student's experiences.				
18. Provides feedback to children.				
19. Work individually with children.				
20. Displays physical and verbal expressions of approval and warmth.				
21. Uses personalized rewards which strengthen the relationship with students.				
22. Helps children develop concepts related to space, time and numbers through use of culturally relevant materials.				
23. Provides materials and equipment for exploration and experimentation in science activities.				

	Never	Sometimes	Usually	Always
24. Provides challenging experiences that stimulate curiosity and motivates the children to learn.				
25. The candidate provides activities to the children to develop sensory discrimination.				
26. The candidate provides activities to the children to develop the skill of classification.				
27. The candidate provides activities that teach the skill of seriation to children.				
28. The candidate provides activities that teach number and spatial concepts.				
29. The candidate provides activities that teach letters. (If children are ready for this).				
30. The candidate provides activities that teach representation (symbolism)				

MODULE

LEARNING ACTIVITIES

Competency: Advancing Physical and Intellectual Competence

Functional Area: Cognitive

Module: Teaching Strategies (Module #9)

Skill: Identification

Activity # 1

The trainee will view the filmstrip corresponding to the Teaching Strategies (methods) Module # 9.

Activity # 2

The trainee will read the narrative of the Teaching Strategies (methods) Module #9.

CYCLE I

Diagnostic

Activity # 1

A teacher can learn much about their learning style. Take a few minutes to think seriously about what kind of situations you found to be meaningful. Try to remember a situation in which you seemed to learn easily. At the same time, try to recall a situation in which the style or instruction was not effective for you. List the kinds of teaching that were both effective and ineffective in your own care.

Teaching Strategies which Were Effective with Me.	Teaching Strategies which Were not Effective with Me

This exercise has probably provided you with some useful ways of thinking about favorite teachers. What was it that made these persons "favorite teachers"? What were they able to do in your particular case that made the learning environment effective and comfortable?

Prescriptive

Activity # 2

It's important that teachers determine their preferred teaching style.

1. Select a teaching objective and necessary materials.
2. Arrange the classroom (desks, chairs, tables) and materials in a way that seems comfortable or natural.
3. Arrange for an observer (fellow teacher or teacher associate) to fill out both forms in the appendix of this module while viewing the lesson. If at all possible, arrange to videotape the lesson. The tape can be viewed later to compare impressions and discuss differing interpretations.

Implementation

Activity # 3

Present the activity in your normal manner. Have the individual observing your presentation fill out the two observation forms. Try to be as normal and as relaxed as possible.

Assessment

Activity # 4

With the help of the observer, determine from the rating forms which teaching strategy, field sensitive or field independent, is used more often (or exclusively).

CYCLE II

Diagnostic

Activity # 1

Determine the cognitive skills which your children possess and those which they do not possess.

Through informal observations of children fill out the attached cognitive skills checklist for each individual child. 4

Prescriptive

Activity # 2

Select activities and materials for your children to develop the cognitive skills which your children were found lacking.

Implementation

Activity # 3

Present the activities and the materials selected. After a given period of time, assess your children again.

Assessment

Activity # 4

Administer the same cognitive skills checklist as before to the children to determine whether or not there has been any progress made. Is there any improvement or progress in the children's cognitive skills?

CYCLE III

Diagnostic

Activity # 1

Make a list of materials found in your classroom. Make a list of structured and unstructured materials. Select a few materials of both types which you think will foster the cognitive development of your children. Next to the list of the materials describe the skills which you expect children to learn as a result of using these materials. You should know what children possess these skills already.

Prescriptive

Activity # 2

Decide on what materials you will make available to your children. Over a period of time observe which children use the materials.

Implementation

Activity # 3

Allow a sufficient amount of time to allow your children to use the materials. Make a list of the children who use the materials.

Assessment

Activity # 4

Test the children on your list to see whether or not they have learned the skills these materials were intended for. It is important that you know whether or not these children possessed these skills before they used the materials.

Cognitive Skills Checklist
(Teaching Strategies)

	Yes	No
1. Does the child have a good memory		
2. Is the child capable of describing things observed by him?		
3. Is the child capable of following directions?		
4. Is the child capable of asking questions?		
5. Is the child capable of understanding questions?		
6. Does the child possess good social skills?		
7. Does the child know names and properties (size, shape, color, function, composition, etc.) of objects and people?		
8. Is the child able to classify (foods, clothing, vehicles, etc.)?		
9. Is the child capable of grouping materials in his own way?		
10. Can the child order objects from large to small		
10. Can the child order objects from large to small?		
11. Is the child capable of ordering?		
12. Is the child familiar with number concepts?		
13. Does the child have the ability to predict?		
14. Does the child have the ability to conclude from trial and error or testing materials?		
15. Is the child familiar with the meanings of various kinds of symbols?		
16. Does the child have a good concept of spatial relations (directions)?		
17. Does the child have the concept of time such as week, yesterday, tomorrow, etc.?		

MODULE NARRATIVE
OUTLINE
(TEACHING STRATEGIES)

- I. Teacher Cognitive Style and Teaching Style
- II. Comparing Field Sensitive and Field Independent Teaching Strategies
 - A. Personal Behaviors
 - B. Instructional Behaviors
 - C. Curriculum Related Behaviors
- III. Characteristics of Curriculum
 - A. Choosing Materials
 - B. Arranging the Classroom
- IV. Rating Forms

(Most of the material contained in this narrative is from New Approaches to Bilingual, Bicultural Education by Alfredo Castanea, Manuel Ramirez and P. Leslie Harold (1974). The book is published by the Dissemination and Assessment Center for Bilingual Education; 6504 Tracor Lane; Austin, Texas 78721.)

TEACHER COGNITIVE STYLE AND TEACHING STYLE

The purpose of this module is to familiarize teachers with both the field sensitive and the field independent teaching strategies (methods). We will also briefly discuss the importance of the curriculum to matching the teaching style (manner of teaching). Lastly, this module will also discuss ideas that enhance cognitive growth in children.

There are three things that you can do right now that will help you learn about the ease or difficulty you will have in using the field sensitive and field independent teaching strategies.

1. Determine whether you are primarily field sensitive or field independent (or "bicognitive" - meaning that you use both styles equally well, depending on the situation). Refer to Module # 8.
2. Determine whether, in the role of learner, you usually prefer field sensitive or field independent teaching methods.
3. Determine whether you generally teach in a field sensitive or field independent way.

Our readers can learn much about their own teaching style through careful observation of one of their "typical" lessons. We urge our teacher and teacher associate readers to use the following procedures for identifying their preferred teaching style.

1. Select a teaching object and necessary materials.
2. Arrange the classroom (desks, chairs, tables) and materials in a way that seems comfortable or natural.
3. Arrange for an observer (fellow teacher or teacher associate) to fill out both forms in the appendix of this module while viewing

the lesson. If at all possible, arrange to videotape the lesson. The tape can be viewed later to compare impressions and discuss different opinions.

4. With the help of the observer, determine from the rating forms which teaching strategy, field sensitive or field independent, is used more often (or exclusively).

COMPARING FIELD SENSITIVE AND FIELD INDEPENDENT TEACHING STRATEGIES

Personal Behaviors

The overall relationship between teacher and students is quite different in the case of field sensitive and field independent teaching. The most visible feature of field sensitive teaching is an openly warm and expressive teacher. The field sensitive teacher is very responsive to student's feelings, even when the students don't openly say what they are feeling. The field independent teaching strategy, on the other hand, minimizes the importance of close, personal interactions between students and teachers. Perhaps the best word to use in describing the atmosphere of field independent teaching is formal. Another term might be impersonal (without implying aloofness or coldness). The teacher using the field independent strategy rarely allows attention to be shifted from instructional materials. The explanation for these different emphases is to be found in the preferred learning styles of field sensitive and field independent children. While field sensitive children actively seek approval and acceptance, field independent children are distracted and even irritated by an overly attentive adult. The field independent learner prefers a teacher who emphasizes individual effort and self-guidance.

Instructional Behaviors

The personal behaviors we have described form the basis of teaching (instructional behaviors). The field sensitive teacher is always concerned with creating a warm and secure environment. With field sensitive learners, the teacher begins a lesson by first expressing confidence in the children's ability to succeed. The teacher also considers the interest field sensitive children often have in the purpose of a lesson and its personal relevance. For this reason, the teacher will indicate the usefulness of the concept to be taught. For example, we have observed teachers saying, "When you can do this, you will be able to help your mother when she goes shopping at Center Market," or "When you know how to read the clock, you can help me by telling me when we should start getting ready to go to the cafeteria."

In addition to indicating the usefulness of a lesson, a teacher using the field sensitive teaching strategy should make main principles obvious at the beginning of a lesson. The teacher might say, for example, "Today we are going to learn how to use the clock. As we do this together, you will find out how to look at the lines and numbers and know what time it is. I want you to remember always to look at the hand and the number it is pointing to. Let me show you how I can do this with my clock. Watch carefully, because when I'm through, I want you to put the hand on your clock so that it looks just like mine."

This example also illustrates how a teacher can model desired behaviors. Modeling is particularly appropriate for field sensitive

learners, whose parents commonly provide careful examples of how things are to be done at home.

Cooperative Achievement

Another important feature of field sensitive teaching is cooperative achievement. Rather than recognizing only the child who finishes first, the field sensitive teacher would use rewards in ways that strengthen a sense of group feeling. "There! I knew that we could do it. All of our clocks have the little hand pointing straight up - they say that it is 12 o'clock. Now let's do another one together."

The social atmosphere suggested in this example is much easier to achieve when the teacher and students are positioned around a small table. This arrangement also makes it possible for the teacher to conduct informal discussions and to interact closely with students. Being physically close to students makes it easier for the teacher to recognize a student who is confused or in any way distressed. Any expression of feelings on the part of the students is carefully attended to by the field sensitive teacher, who will even interrupt a lesson to respond to students' emotions (spoken and unspoken).

These aspects of field sensitive teaching are illustrated with actual classroom scenes in the filmstrip ("Field Sensitive and Field Independent Teaching Strategies") corresponding to this module. One point that bears repeating is the importance of a close "give and take" atmosphere in field sensitive teaching. In the filmstrip, we describe a teacher who created an atmosphere of this nature partly through careful selection of instructional materials and classroom arrangement. The children, seated around a small, kidney-shaped table, worked in pairs. They had been instructed to help each other

measure the area of brown or green sheets of construction paper. As the children worked, the teacher asked them to think of the sheets as a backyard or frontyard. The teacher followed this attempt to personalize the lesson by having the children fill in the imaginary yards. As the children cut out objects and figures to place in the yard, the teacher directed an informal discussion about the different yards.

Modeling

The instructional behaviors in field independent teaching differ considerably from those of the field sensitive teaching strategy. One of the most obvious differences is the way in which the lesson or activity is introduced. The field sensitive teacher, for example, often models the behaviors that children are expected to use in a lesson or activity. Both the field sensitive and the field independent teacher would specify rules or other requirements for the lesson. Only the field independent teacher, however, would hint that other approaches might be discovered by the students. The teacher might even prompt the students to struggle with finding a new procedure: "See if you can find out how . . ." Many field independent learners are disappointed if they are not urged to discover things on their own, and modeling for these children is inappropriate. They generally prefer individual achievement and often enjoy vigorous competition.

For these reasons, the conventional classroom arrangement is often well suited to the field independent teaching strategy. Competition often seems more genuine and exciting if, as in a conventional classroom, the students are separated from one another. This arrangement also has the advantage of encouraging the child to work alone on work sheets and other individual assignments.

Both the small group or the more formal, conventional classroom permit the field independent teacher to concentrate on imparting factual information. The role of information dispenser and consultant can take place during the period of one lesson. The teacher might give a short lecture or demonstration, give individual assignments, and then announce, "I want you to try very hard to do it by yourselves. If you can't do it one way, see if you can find another way. If you really need me, I'll be over there."

Approval

As the above example suggests, the field independent teacher is not continually available as a source of approval. Approval is usually granted for individual effort. The teacher might, for example, go about the room looking for an instance of a worksheet or project that meets certain standards. The recognition given by the teacher would emphasize the student's having excelled at the task (rather than pleasing the teacher). Reward, then, tend to be nonsocial (awarding grades or stars, posting the student's work on a bulletin board, or granting the student a special privilege). Rewards given in the course of field sensitive teaching tend, by comparison, to be social in nature (smiles, hugs), involve an expression of feelings on the teacher's part ("It makes me very happy to see how nicely you and Maria can do that."), and frequently involve more than one student. These rewards are, moreover, an ongoing part of the teacher's interactions with students rather than occasional events.

Curriculum Related Behaviors

There is probably nothing more essential to using either the field sensitive or field independent teaching

The lesson or activity takes on a global (overall) meaning. The child is not left wondering how small details and specific things he will learn fit into a larger picture. The opposite tends to be true with field independent learners. For one thing, they usually prefer to break a problem into parts and deal with problems largely at that level. In addition, field independent learners are often excited by well-managed uncertainty. ("These are the materials we'll be using - rulers and squares. Who can guess what I want to learn today? Look at these things carefully and, if you think you know what you're going to learn how to do, show me.")

Conducting Lesson

This example also suggests that the discovery approach works well in field independent teaching. Instead of stating a principle or rule at the outset of the lesson, the teacher identifies procedures in a way that encourages the children to discover the principle. The children then attempt to color one-half of the geometric shapes the teacher has given them. Expressions of uncertainty prompt the teacher to renew her emphasis on discovery and individual effort: "Do it any way you want" and "Do what you think you need to do." Later in this series we see the teacher ask the children if the colored objects have two parts and, in addition, if the parts are equal in size. Although the children easily recognize that each object has two colored parts, they are less sure that the two parts are equal in area. The children often appear convinced that the parts are equal, but the teacher teases them with a possible discovery by saying, "We don't know yet." Eventually the teacher asks, "What's an easy way to

check to see if they're equal?" An observant girl answers, "Fold it before you color it." The teacher's reply is very much in keeping with the kind of rewards used in field independent teaching: "O.K., I was going to say that, too, Yolanda. She folded hers before she colored it. That's the easiest way to do it right now because we don't have any rulers."

By choosing appropriate instructional materials (and deliberately withholding the rulers), the teacher has successfully involved her students' attention the discovery of a novel and timesaving solution.

The field sensitive teaching strategy does not emphasize the discovery approach or moving from particulars to generalizations. Because field sensitive children have been familiarized at home with a teaching style which utilizes modeling, requiring these children to work with inductive learning materials is not usually appropriate. These children prefer instead to apply a rule or procedure once it has been clearly presented.

An example of this approach would be a teacher that tells the children at the onset of the lesson that they will be working with intersections. To prevent the children's misgivings, she expresses confidence in their ability to learn the concepts. She also suggests that the way in which they will use intersections is not as difficult as the sound of the word suggests. As the lesson continues, the teacher moves carefully from general rules to particulars. At one point, for example, she expresses a desire to have the family of one the students come to her house for dinner. As a means of assuring

that the dinner will appeal to the tastes of both families, she suggests that the class help her list the foods that each family likes. The goal, which she attempts to make obvious, is to make a list (set) of those things common to both families' food preferences (intersection). The meaning of intersection, and examples which define it, are repeated often enough to help the children recognize an intersection when they see one.

Summary of the Two Teaching Strategies

The following chart is intended to provide the reader with a brief summary comparison of the field sensitive and field independent teaching strategies. More detailed charts are located at the end of this manual. We suggest that the reader examine the following chart as a review of the preceding pages and use the charts at the conclusion of the manual when actually planning a lesson.

<u>Field Sensitive Teaching</u>	<u>Field Independent Teaching</u>
1. openly warm and affectionate	1. formal and serious
2. social rewards used to strengthen personal ties and group spirit.	2. nonsocial rewards given in recognition of individual achievement.
3. lessons prefaced with supportive assurances from teacher and detailed overview of objectives.	3. lessons prefaced with factual information and reminders of individual effort.
4. problem-solving strategies modeled by teacher who then stresses application of general rules to particular problems.	4. solutions to problems often left to imagination of students who use teacher more as a resource person than model.
5. student's attention drawn to generalization and global characteristics ("the big picture").	5. students' attention directed to individual elements and ways of combining these to reach conclusions and generalizations.
6. curriculum is humanized and adapted to students' personal experiences.	6. curriculum focuses on factual details, often making reference to formulas, graphs, and tables.

CHARACTERISTICS OF CURRICULUM

The examples given in the last section alert us to the kind of teaching materials that are appropriate for the field sensitive and field independent teaching strategies. Materials which have intentionally been colored with elements of fantasy, humor, and human interest are especially appropriate for field sensitive students. In our example of the teacher's food preferences, the elements used to teach the concept were related to the personal experiences of both the teacher and the students. Some commercial curriculum materials share these characteristics; many do not. As our example of teaching intersection illustrates, the teacher can quite easily convert abstract materials into something of much greater appeal to field sensitive children. The main thing to remember in converting materials for this purpose is to incorporate human interest and add elements which have immediate relevance to the students' lives and interests. For example, using inexpensive photographs of students' homes and communities will often help make a new concept more attractive. The Van Allen approach to reading similarly starts with a child's personal interests by encouraging him to draw a picture of his choosing and then narrate a story to accompany the picture.

Field independent learners, on the other hand, find such alterations of learning materials distracting. They would rather focus on only the most essential features of a concept or activity. For them, the materials we described in connection with the field independent math lesson (halves and equal parts) are appropriate. A triangle is a triangle, with little importance or concern attached to its usefulness as a Christmas tree. Field independent children therefore tend to perform well in lessons which center attention on graphs, charts, and formulas. This tends to be true in social studies as well as in math lessons.

Characteristics of Curriculum

Materials for field sensitive children should be of a kind that brings out expressions of feelings on the part of both students and teachers. A puppet, for example, tends to invite questions (and answers) about the puppet's personal experiences. The puppet can turn the game around and ask the children questions about their lives ("Where do you live? What is your favorite food? How do you feel when your teacher smiles at you?") One teacher known to the authors used a puppet both to teach concepts and to encourage children to talk about their feelings. The puppet first showed the children how to count by two's. (The teacher capitalized on this opportunity for modeling by having the puppet encourage the students to use their own number lines just the way he used his). The lesson ended with the teacher introducing a language experience activity. To do so, the teacher explained that the puppet was so good at counting that he entered a contest and had to count by two's at the front of the classroom. Since the students knew a great deal about this puppet from previous stories, the teacher asked, "How do you think he felt when he stood in front of the classroom?" The students gave an elaborate account of how it feels to be afraid. With this opening, the teacher asked the children to relate personal experiences in which, they, themselves, had been afraid. Whenever it was appropriate, the teacher helped the children clarify their feelings: "It sounds like you were really afraid the first time, but after that you were just a little nervous."

Puppets are also useful in encouraging children to work cooperatively with one another. Children almost always like puppets and can be counted on to help them. Knowing this, a teacher can present a half-completed math problem and say: "Pablo needs us to help him finish this problem; he doesn't know

how to finish it. Let's see if we can all work together to help him get the right answer."

Another point to consider in choosing curricular materials is the message the materials convey to students. Simply handing students their own worksheet and crayons is a reminder that individual effort is expected. Asking a group of children to help a puppet solve a problem suggests that a cooperative effort is needed. Giving students projects or materials which necessitate comparing answers similarly permits the teacher to help children work cooperatively and productively with one another.

A final consideration is the degree to which materials have been structured or organized before a lesson. For field sensitive lessons, teachers will probably want to choose materials which make general principles obvious to the students. The materials or worksheets given to the students should call for application of the principles (in other words, the deductive approach). The materials would be less structured for field independent students, who generally prefer an inductive approach to learning. Field independent students should be urged to search for generalizations and novel solutions which are not self-evident in the materials themselves.

The following chart summarizes important differences between field sensitive and field independent curriculum:

<u>Field Sensitive Teaching</u>	<u>Field Independent Teaching</u>
1. Materials readily lend themselves to fantasy, humor, and humanization.	1. Materials (such as graphs and charts) draw attention almost exclusively to factual details.
2. Relevant-teacher and students can easily relate personal experiences to curriculum.	2. Materials have high intrinsic appeal; although irrelevant to personal experience, concepts are sufficiently interesting in and of themselves to sustain student interest.

Field Sensitive Teaching

3. Materials "invite" expressions of feelings from both teacher and students.
4. Design or format of materials is suitable for cooperative efforts and group projects.
5. Main principles and solutions are easy for teacher to demonstrate and model; materials given to students call for application of principles.

Examples: Sesame Street or Electric Company (television programs on the Public Broadcasting System network)

Field Independent Teaching

3. Materials require a high degree of concentration and methodical attention to subtle details.
4. Materials are more suitable for individual effort and competition than for cooperative group work.
5. Materials stimulate students to search on their own for generalizations and unique solutions.

Examples: Modern School Math: Structure and Use (Houghton Mifflin)

Elementary Science Study (McGraw Hill, Webster Division)

Xerox Education Sciences
(SAPA: Basic K - 6)

Arranging the Classroom

We suggested earlier in this narrative that strict sitting arrangements are probably better suited to field independent teaching than to field sensitive teaching. This arrangement is, however, counterproductive to field sensitive teaching. Small tables positioned in various areas of the classroom (with no restrictions on sitting arrangements) are far more conducive to the kinds of close, personal interactions required for field sensitive teaching.

A compromise seems to be readily available in the form of a classroom built around interest centers or activity areas. Most classrooms can be rearranged to accommodate three or four semi-partitioned areas. This arrangement affords many opportunities for diversifying both teaching and curriculum. The teacher

can engage a group of field sensitive children in a cooperative task or activity in one of the centers and, in an adjacent center, work directly with another group while monitoring the first group. A group of field independent learners can be allowed to work individually, seeking guidance as needed. This should not be confused with the type of classroom in which children do whatever they desire. It has been our experience that field independent children enjoy working toward specific goals and knowing that their time is to be used productively. Before leaving these students, then, the teacher may want to convene a group of field independent learners in an activity center in order to present a lesson designed particularly for them.

A classroom designed along lines of activity centers present teachers with many opportunities to practice unfamiliar teaching strategies. In addition, this arrangement permits the teacher to group children for particular lessons (and to reorganize the groups as the school year progresses). An arrangement which fosters flexibility in teaching and makes provisions for children's preferred learning styles has met some of the basic requirements of culturally democratic learning environments.

FIELD INDEPENDENT TEACHING STRATEGIES OBSERVATION INSTRUMENT

Indicate the frequency with which each teaching behavior occurs by placing a check in the appropriate column.

Teacher's Name _____ Grade _____ School _____ Date _____

Teaching Situation _____ Observer's Name _____

Teacher's intended teaching style (if applicable) _____

FIELD INDEPENDENT TEACHING BEHAVIORS	FREQUENCY				
	NOT TRUE	SELDOM TRUE	SOMETIMES TRUE	OFTEN TRUE	ALMOST ALWAYS TRUE
PERSONAL BEHAVIORS					
1. Maintains formal relationships with students					
2. Centers attention on instructional objectives; gives social atmosphere secondary importance					
INSTRUCTIONAL BEHAVIORS					
1. Encourages independent student achievement					
2. Encourages competition between students					
3. Adopts consultant role					
4. Encourages trial and error learning					
5. Encourages task orientation					
CURRICULUM-RELATED BEHAVIORS					
1. Focuses on details of curriculum materials					
2. Focuses on facts and principles; encourages using novel approaches to problem solving					
3. Relies on graphs, charts and formulas					
4. Emphasizes inductive learning and discovery approach					

FIELD SENSITIVE TEACHING STRATEGIES OBSERVATION INSTRUMENT

Indicate the frequency with which each teaching behavior occurs by placing a check in the appropriate column.

Teacher's Name _____ Grade _____ School _____ Date _____

Teaching Situation _____ Observer's Name _____

Teacher's intended teaching style (if applicable) _____

FIELD SENSITIVE TEACHING BEHAVIORS	FREQUENCY				
	NOT TRUE	SELDOM TRUE	SOMETIMES TRUE	OFTEN TRUE	ALMOST ALWAYS TRUE
PERSONAL BEHAVIORS					
1. Displays physical and verbal expressions of approval and warmth					
2. Uses personalized rewards which strengthen the relationship with students					
INSTRUCTIONAL BEHAVIORS					
1. Expresses confidence in child's ability to succeed					
2. Gives guidance to students - makes purpose and main principles of lesson obvious to students					
3. Encourages learning through modeling - asks children to imitate					
4. Encourages cooperation and development of group feeling					
5. Holds informal class discussions relating concepts to students' experiences					
CURRICULUM-RELATED BEHAVIORS					
1. Emphasizes global aspects of concepts - clearly explains performance objectives					
2. Personalizes curriculum					
3. Humanizes curriculum					
4. Uses teaching materials to elicit expression of feelings from students					

FILMSTRIP NARRATIVE

TEACHING STRATEGIES

NARRATIVE

VISUALS

MODULE #9

1. Focus Frame
2. Texas A&I Frame

Texas A&I University, Child Development Associate, Training Materials presents
3. Title Frame

Teaching Strategies, Module #9
4. Children

Children have distinct ways of learning. In other words, their learning styles are different.
5. Teacher

This means that the teacher must decide which learning style works best for each student.
6. Teacher/Children

It also means that the teacher should accomodate her teaching style to suit the child's learning style.
7. List

This module will briefly discuss and illustrate two learning and teaching styles: field sensitive, and field independent.
8. List

Each style, field independent and field sensitive will be explained as they deal with

 1. Personal behaviors
 2. Instructional behaviors
 3. Curriculum
 4. Arrangement of classroom
9. Teacher

Field sensitive teaching requires the teacher to be warm, affectionate and praising. The field sensitive teacher is very responsive to student's feelings, even when the students don't openly say what they are feeling.
10. Teacher/children

Field sensitive children need this type of teacher. They are always seeking approval and acceptance. They thrive on a teachers warmth and constant encouragement.
11. Teacher/children

Field independent teaching is different. It does not require as much personal interaction between the teacher and the students.
12. Child

Field independent learners enjoy doing things individually and often become irritated and distracted by an overly attentive adult.
13. Two adults

Most classrooms probably have both types of learners. Therefore teachers need to be aware of the different instructional methods and techniques to use with the appropriate learners.
14. Teacher Children

The field sensitive method is concerned with creating a warm secure environment. A teacher usually begins a lesson by expressing confidence in the children's ability to learn

15. Little girl
Giving the children a purpose for the lesson and relating it to personal experiences stimulates the interest of the field sensitive child.
16. Large group
Here the teacher has explained to the children that if they try hard and make a nice puppet they can take it home to show their parents.
17. Teacher/group
This teacher, doing a lesson on foods has explained to the children that they will be able to help mother at the market. Field sensitive teaching encourages interest by stating the usefulness of the exercise.
18. Child
A field sensitive style also requires stating principles at the beginning of a lesson. These children usually work better when told exactly what they will be doing.
19. Teacher/child
Giving children examples and modeling the desired behavior works well with field sensitive children.
20. Teacher/children
An important feature of field sensitive teaching is cooperative achievement. Encouragement is usually directed to the group and not the individual.
21. Small group
Working on a small table or in a small semi-circle on the floor allows the teacher to be physically close to the students. Any expression of confusion or uncertainty can then be attended to.
22. Two children
Instructional techniques of field independent teaching differ considerably. A teacher would encourage students to discover the answer or find a new approach to a problem. Modeling the response for these children would be inappropriate.
23. Teacher
The teachers role changes from one of being close and constantly praising to being more of an information giver and consultant. In a lesson, the teacher may give information in the form of a lecture or a demonstration and then pass out individual assignments.
24. Teacher/child
She can then indicate to the children that they should try hard by themselves. She encourages them to use different approaches to do their assignment and lastly tells them to call on her if they need assistance.
25. Little boy
Field independent children enjoy working on tasks by themselves. Approval should be directed toward individual achievement.
26. Girl painting
Field independent children want to be recognized for their achievement on a task whereas field sensitive children oftentimes work to please the teacher.

27. Children/bulletin board
Consequently, field independent children prefer non-social rewards. This can be grades or stars, posting work on a bulletin board or being granted a special privilege.
28. Teacher/child
Rewards for field sensitive children tend to be social in nature. For example a smile, a hug, a comment on how happy the work has made the teacher. These rewards are usually an ongoing part of the teacher's interaction with the students.
29. Puzzle of a man
Materials and curriculum presented to field sensitive children should be personalized. Fantasy, humor, and human interest are appropriate.
30. Children role-playing
Using puppets, animals, and humanizing numbers, letters and other concepts motivates and assures the field sensitive child.
31. Children in housekeeping center
On the other hand, field independent students tend to be distracted by these types of changes. They would rather focus on the essential features of a concept or activity.
32. Boy
It makes little difference if a number talks or is introduced by a puppet. The materials and concepts are interesting enough in and of themselves.
33. Boy ironing
They tend to enjoy materials that are more suitable for individual effort and competition than for cooperative group work.
34. Desks in a row
A traditional classroom arranged in rows is probably better suited to field independent teaching. Individual effort is maximized.
35. Children at tables
Small tables are more conducive to a field sensitive approach.
36. Children at art center
A classroom that is built around interest centers or activity areas seems to accommodate both styles readily.
37. Children in group
In this way, teachers can group children and present lessons and assignments appropriate to the learning style of each child.
38. Two children
Field sensitive children can be assigned to small groups and field independent children can be allowed more individual projects. This does not mean though that they can do whatever they want.
39. Child beading
Children who are doing individual work should know what they are to do and how much time they have to do it.

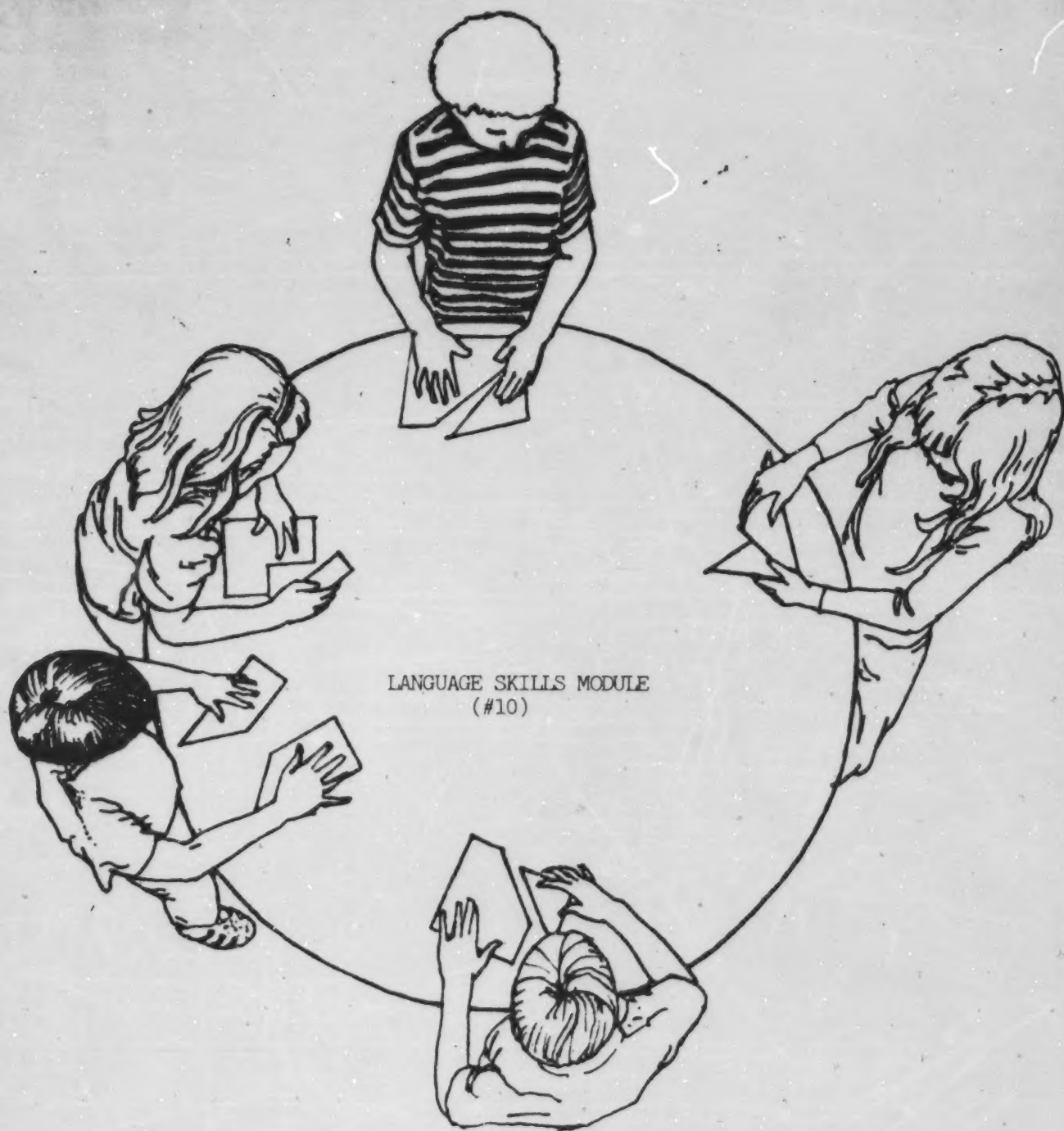
40. Teacher observing A teacher should determine which style of learning a child has by observation
41. Teacher working with pupils and interaction
42. Teacher In this manner she can adjust her teaching style to meet his particular learning style.
43. Adjusting a teaching style to meet the child's learning style will maximize learning and help the child's experience with school to be a positive one. After the child is secure and comfortable he should very GRADUALLY be introduced to other teaching styles.
44. This will assure a child success in whatever style of teaching he encounters in the future. It will also produce a biconcognitive individual, one who is not limited to only one way of thinking, perceiving and doing.
45. The End
46. Credits

Post-Assessment
(Teaching Strategies)

Check the answer on the right that most appropriately describes the candidates actions.

	<u>Never</u>	<u>Sometimes</u>	<u>Usually</u>	<u>Always</u>
1. Assesses the children's cognitive skills.				
2. Has assessed the children's manner of learning. (learning style)				
3. Has assessed her or his manner of teaching.				
4. His or her teaching style matches the children's learning style.				
5. Enjoys time with preschoolers.				
6. Speaks with calm, kind voice.				
7. Speaks directly to child and doesn't shout at him from a distance.				
8. Speaks to the children distinctly and in short meaningful sentences that he can always understand.				
9. Stoops or sits on the floor or a low chair to always be on the child's level.				
10. Gains and controls attention.				
11. Informs the child of expected outcomes.				
12. Stimulate the recall of relevant pre-requisite concepts for lessons.				
13. Presents learning materials in a non-confusing manner.				
14. Expresses confidence in child's ability to succeed.				
15. Encourages learning through modeling.				
16. Encourages cooperation and development of group feeling.				

	<u>Never</u>	<u>Sometimes</u>	<u>Usually</u>	<u>Always</u>
17. Holds informal class discussions relating concepts to students' experiences.				
18. Provides feedback to children.				
19. Work individually with children.				
20. Displays physical and verbal expressions of approval and warmth.				
21. Uses personalized rewards which strengthen the relationship with students.				
22. Helps children develop concepts related to space, time and numbers through use of culturally relevant materials.				
23. Provides materials and equipment for exploration and experimentation in science activities.				
24. Provides challenging experiences that stimulate curiosity and motivates the children to learn.				
25. The candidate provides activities to the children to develop sensory discrimination.				
26. The candidate provides activities to the children to develop the skill of classification.				
27. The candidate provides activities that teach the skill of seriation to children.				
28. The candidate provides activities that teach number and spatial concepts.				
29. The candidate provides activities that teach letters. (If children are ready for this).				
30. The candidate provides activities that teach representation (symbolism).				



LANGUAGE SKILLS MODULE
(#10)

TEXAS A&I UNIVERSITY
KINGSVILLE, TEXAS

MODULE CONTENT

Completing the Module (steps to follow)

Performance Objectives

Pre-Assessment

Learning Activities

Module Narrative

Module Filmstrip Script

Post-Assessment

COMPLETING THE MODULE

To complete this module, you have to demonstrate your ability to do certain things. These things are called performance objectives, and listed as "Module Objectives".

In order to decide what learning activities you need to work on, you need to determine what you already know. In order to determine this, an initial evaluation needs to be made. This initial evaluation consists of the following three steps:

1. The candidate performs a self-evaluation by answering a questionnaire pertaining to this module.
2. The trainer evaluates the candidate based on classroom observations of the candidate.
3. Both the candidate and the trainer come to an agreement as to whether or not the candidate needs to gain further competency in this particular module.

Once you know where you are and where you need to go, with the assistance of your trainer, select one of the three learning activities cycles in this module which will help you gain needed knowledge and skills.

If you feel you are ready for the post-assessment, after completing the cycle of activities, decide on the post-assessment procedure with your trainer. This decision should be made with the advise of your trainer. The next step is to decide on whether or not you are competent in relationship to the performance objectives of this module. This decision should be made in agreement with your trainer.

If found to be competent, proceed to the next module on your work plan. If further training is needed select another cycle of activities or create experiences which you and your trainer feel will help you achieve the objectives of the module.

To summarize

1. Review the objectives of the module.
2. Perform the initial evaluation (pre-assessment)
 - a. The candidate performs self-assessment.
 - b. The trainer evaluates the candidate.
 - c. Candidate and trainer agree on conclusions of assessment.
3. Select the learning activities cycle.
4. Complete the learning activities.
5. Decide on post-assessment procedure.
6. Decide on module competence (post assessment).
7. If found to be competent, proceed to next module on work plan. If further training is needed, select another cycle of activities or create other experiences to help you achieve competency.

Performance Objectives
(LANGUAGE SKILLS)

1. The trainee will be able to assess the dominant language of the children in her classroom.
2. The trainee will be able to identify the four skills needed for language.
3. The trainee will be able to formulate oral language activities for her children.
4. The trainee will be able to plan pre-reading activities into her curriculum.
5. The trainee will be able to plan pre-writing activities into her curriculum.

LANGUAGE SKILLS
PRE-ASSESSMENT

1. Language is a means of _____.
2. Children learn language by _____.
 - a. watching others
 - b. imitating
 - c. crying
3. What are some ways by which to determine language dominance?
_____, _____, _____
4. The language spoken at home is the child's _____ language.
5. Oral language should be provided in the _____ language when the child enters school.
6. Structured oral language activities are _____
_____.
7. Unstructured oral language activities are _____
_____.
8. Auditory perception involves what skills? _____
_____.
9. Pre-reading skills are:
 1. _____
 2. _____
10. Psycho-motor perceptual skills involve the child's _____ development.

MODULE

LEARNING ACTIVITIES

Competency: Advancing Physical and Intellectual Competence

Functional Area: Language

Skill: Identification

Activity # 1

Trainee will read Module 6 of CDA Bilingual-Bicultural Training Curriculum.

Activity # 2

Trainee will view film entitled "Module 6 Language".

CYCLE I

Diagnostic

Activity # 1

Survey your children for language dominance answering the three following questions:

- a) What is the language spoken at home? If more than one language, which one is used most frequently?
- b) What language does the child use when playing with his peers?
- c) Does the child ever speak in the second language? When and to whom? That will indicate whether or not the child has any knowledge of the second language.
- d) Is the child read to in both languages in the classroom?

Prescriptive

Activity # 2

Evaluate survey taken in Diagnostic 1. List your children according to language dominance:

- a) Monolingual - English
- b) Monolingual - Spanish
- c) Some knowledge of second language - English
- d) Some knowledge of second language - Spanish

Using this list, survey the books in your library center. Your largest number of books should be in the language most represented in the classroom. However, there must also be a good assortment of second language books.

Implementation

Activity # 3

Having assessed the library area, purchase those materials necessary to bring a better balance of materials.

Assessment

Activity # 4

Refer again to Diagnostic 1, question 3. Has there been any noticeable increase in second language use by the children? As the acquisition of the second language is a long process, repeat this assessment after six weeks.

CYCLE II

Diagnostic

Activity # 1

Have someone make a one-day observation of the amount of the second language used informally by the teacher. Have them use the following chart for their observation:

	Rarely	Sometimes	Often
Used for giving directions			
Used for praising			
Used casually during independent activities			
Used to correct behavior			
Used to reinforce concepts previously taught in first language			

Prescriptive

Activity # 2

Analyze the results. Is there a lacking in the amount of second language used for any of the identified areas? If so, discuss with all the teachers and the observer to see what the observations were and to develop a plan for utilizing the second language more during informal occasions.

Implementation

Activity # 3

Use the plan and make an effort to stick to it.

Assessment

Activity # 4

Wait two weeks and ask the observer to make another visit, using the same form. Compare the two forms and check for any improvements.

CYCLE III

Diagnostic

Activity # 1

Review your daily schedule and look for the following:

- a) Is there any time planned for class meetings or whole group discussions (informal group discussions)? How much time has been allotted?
- b) How much free time has been allotted to where the children are completely free for independent play?
- c) How much time do you, the teacher, have for the children? (Time not involved in teacher-directed activities).
- d) Are there other times when children are free to engage in spontaneous conversation (lunch table, playground)?

Prescriptive

Activity # 2

If review of the daily schedule indicates that more than half the children's time is being spent in teacher-directed structured activities, then you must rearrange your schedule to accomodate more informal interaction.

Implementation

Activity # 3

Implement the new daily schedule. Be sure to explain to the children what changes have been made and how the newly organized schedule is to work. Remember that it will take some time for the children to adjust to the new schedule.

Assessment

Activity # 4

After schedule has been implemented for a month, evaluate its effect on the amount and type of conversation now occurring.

Look for the following:

Are the children exchanging ideas in conversation?

Which areas stimulate the most conversation?

MODULE NARRATIVE
OUTLINE
(ORAL LANGUAGE DEVELOPMENT)

- I. Oral Language Development in the First Language
 - A. Sequence of Language Development
 - B. Determining Language Dominance
- II. Oral Language Techniques for Developing the First Language
 - A. Structured Language Activities
 - B. Unstructured Language Activities
- III. Auditory Perception
 - A. Auditory Awareness Activities

ORAL LANGUAGE DEVELOPMENT IN THE FIRST LANGUAGE

Language consist of functioning ability in the following four skills; listening, speaking, reading and writing. These skills are acquired in a sequential manner through-out a young childs life. Before a child can be expected to read a language he must have mastered the ability of listening and speaking. In the pre-school these are the two language skills that need to be emphasized. Listening skills encompass the ability to recognize and distinguish between the sounds of his language. Speaking involves the ability to hear the sound and reproduce it as it is pronounced in his first language. The child must also be able to hear sounds and groups them together to produce meaningful sentences. These two processed of listening and speaking are what consitutes oral language development.

Sequence of Language Development

The steps by which a child acquires his first language involves a sequential process that is initiated during the very first utterances at birth. The infant because of his venerability must learn to communicate. Communication in his case is a means of survival. His first screams during enfancy communicate his dissatisfaction or discomfort to those around him. The mother in soothing the childs holds him and speaks or sings to him. The child thus begins to hear sounds and later finds enjoyment in reproducing those sounds. During his early language development the child is unlimited to the type of sounds that he can produce. The production of these sounds are undirected and usually include sounds other than those found in his environment. At this point the child can learn any language. Gradually, as the child grows his ability to distinguish between those sounds in his environment increases. He is able to group these sounds into meaningful utterances and eventually produce his first words.

The child as he receives verbal feedback from the mother begins to verbalize more and begins to communicate more effectively.

The following chart better illustrates the sequential process by which a child acquires his first language.

LANGUAGE DEVELOPMENT CHART

16 wks.	Coo, chuckles, gurgles, and laughs. These are fundamental products of the oral and respiratory apparatus which leads to speech.
28 wks.	Spontaneous vocalization produces vowel and consonant sounds. Produces syllables diphthongs such as, bu, mu, etc.
40 wks.	Better manipulation of tongue, lips, chewing and swallowing. (aids articulate speech)
1 yr.	Child repeats accustomed words and imitates.
2 yrs.	Active stage may have up to 1,000 words or as few as 3. The average is 300. Begins usage of pronouns and enjoys singing words.
3 yrs.	Begins to acquire vocabulary, associates concepts ideas and relationships perceptual abilities are developing.

4 yrs.

Can elaborate and improvise
questions more fluent and facile.

5 yrs.

Answers to questions more succinct
and to the point. Expresses
himself in correct finished sentences.

It should be pointed out that the three areas of perceptual abilities are at this time fully developing. Auditory, visual and motor perceptions are fully developing from the age of 3 till the age of five.

As you observed on the above chart the child learns through experimentation, repetition and imitation. The amount and type of language contact that the child receives during his formative years will effect to what extent his language abilities will be developed in the classroom. The mother plays an important role in the language development of her child, because of the frequent contact that occurs. The mother should be encouraged to verbally stimulate the child whenever she comes into contact; this includes bathing, dressing, feeding and all other situations. The home environment should be one in which the child is encouraged to verbalize and which stimulates the child's self expression.

Upon the childrens entrance in school you will find that their language abilities will vary greatly. Some children will have the speaking ability of up to 2,000 words others will enter with maybe 20. The average usually is about 300 words. The child by this time should have the sound system of his first language firmly established. He should also be able to forms sentences following the grammatical rules of his first language. Its important to re-

emphasize that all children will not have the above skills developed to the same level. The teacher should not expect to perform at equal levels nor should she expect to use the same methods in instructing all the children. Children from low-economic backgrounds because of the home situation will not have received the same exposure to a language as children from middle class homes. Bilingual children because of their exposure to two languages will sometimes have some knowledge of both, but will not have fully developed either language.

During the first months of school it is important that all children receive oral language instruction in their first language. The time length indicated is arbitrary, the time may vary from a few months to a year or more depending on the child's acquisition of the needed skills. The child should not be rushed through an oral language program and started on a reading program. The reasons for so much emphasis has been placed on oral language is because research has proven the following to be true: 1) Before a child can begin language learning in a second language, he must first of all gain control over the first two skills of his first language. (listening & speaking) 2) Emotionally, the child will suffer less trauma in learning his second language if he understands that the school environment is accepting of his first language.

Determining Language Dominance

In initiating an oral language program the teacher must be able to determine which language is the child's first language. In the case of the Mexican-American child who possess some knowledge of both languages this may be more difficult than expected. Many Mexican-American children, because of their exposure to the community, television and other sources, enter school speaking a mixture of both languages. It becomes the responsibility of the teacher to determine what procedure

to follow in the oral language development of each individual child.

The first step would be to determine the child's dominant language. A number of test have been divided that supposedly determine language proficiency and language dominance. It is important for the teacher to realize that language proficiency tests are supposed to measure exactly what a child knows of a language. Language dominance tests measure only which language he knows more. Tests are measure language dominance do not indicate what the child knows in that language, only that he knows more of that language. Most tests on the market and that are made available to teachers measure only language dominance and should be used on that basis. A teacher should not presume that a child is proficient in that language just because he is labeled to be dominant in that language.

Linguists now state that the best method by which to determine language dominance is through the use of a testing instrument, a questionair and a teacher observation. The following list rank orders the tests that can be used. The test are rank according to economy as well as time and ease of administration.

	Range
Oral Language Dominance Measure (PAL)	k-6
Schutt Primary Language Indicate Test (SPLIT)	k-6
Spanish/English Language Performance Screening (S/ELPS)	k-1
Language Assessment Scales (LAS)	k-6
Bilingual Syntax Measure (BSM)	k-2
Basic Inventory of Natural Language (BINL)	k-12

*All of the above tests are administered individually.

The questionnaire will aide the teacher in determining the language used in the home environment. It will also aid the teacher in determining the type of exposure

the child has had within the community. The following is an example of a questionnaire that could be sent home to the parents. This questionnaire could be changed to suit the needs of your particular community.

1. Nombre _____
2. Edad _____ Lugar de nacimiento _____
3. Tiempo que lleva residiendo en la ciudad:
____ a) desde que nacio
____ b) mas de cinco anos
____ c) menos de cinco anos
4. Lugar de nacimiento del padre _____
5. Lugar de nacimiento de la madre _____
6. Sitio donde vive _____
7. Profesion del Padre _____
8. Trabajo libros en el domicilio familiar:
____ a) de menos de 50
____ b) de 20 a 30
____ c) de mas de 50
9. Tienen television en su casa? ____ si ____ no
10. Tiempo diario que contempla la television:
____ a) menos de una hora
____ b) de una a dos horas
____ c) mas de dos horas
11. Ve las estaciones del ingles o espanol? ____ ingles ____ espanol
12. Frecuencia de asistencia al cine:
____ a) mas de una vez por semana
____ b) una vez por semana
____ c) menos de una vez por semana

13. Va al cine ha ver peliculas en espanol o ingles? ___espanol ___ingles

14. Tiene coche en tu casa? ___si ___no

15. Lengua en que el nino habla con sus padres:

___ a) espanol

___ b) ingles

___ c) otra lengua

16. Lengua enque lees libros o tebeos:

___ a) espanol

___ b) ingles

___ c) otra lengua

17. En que lengua rezas el padrenuestro:

___ a) espanol

___ b) ingles

___ c) otra lengua

18. En que lengua te es mas facil contar de 1 a 25, en voz alta y aprisa:

___ a) espanol

___ b) ingles

___ c) otra lengua

19. Entiende el nino ingles:

___ a) bien

___ b) regular

___ c) mal

20. Habla el ingles:

___ a) bien

___ b) regular

___ c) mal

The classroom observation should be made early in the year. The teacher should use some form that could be kept in the child's records along with the test and questionnaire. The teacher observation form is used to observe the child's verbal interaction among peers and in different types of learning situations. A form will be included to illustrate the types of activities that should be observed. This form can also be modified to suit the needs of the specific environment or to include that information which the teacher feels is needed.

INFORMAL ASSESSMENT INSTRUMENT
OF LANGUAGE DOMINANCE

1. What language does the child use in responding to questions made from the teacher?
 - a. English only
 - b. Spanish only
 - c. Both
2. What language does the child use in responding to questions made from a peer?
 - a. English
 - b. Spanish only
 - c. Both
3. Does the child use complete and well-structured sentences?
 - a. English only
 - b. Spanish only
 - c. Both
4. Can the child respond in Spanish to Spanish questions?
5. Can the child respond in English to English questions?
6. What language does the child use most often in interacting with peers?
7. What language does the child use in informal conversations with the teacher?

The teacher, after gathering all three sources of information, needs to analyze her findings. Carefully, check over each of the sources and make an educated guess as to which is the child's dominant language.

The second step in initiating an oral language program would be in developing an individual plan to follow for the development of each child's oral skills. The

ultimate goal being for the child to become proficient in both the first and second language. The following chart illustrates some suggestions to follow in developing the oral language of Spanish and English dominant children and in developing the oral language of a "balanced bilingual".

I. Spanish dominant	Spanish Oral Language	
	(until the child demonstrates ability to communicate with his peers in native language)	English Oral Language
II. English dominant	English Oral Language	
	(until the child demonstrates ability to communicate with his peers in native language)	Spanish Oral Language
III. Balanced Bilingual	English Oral Language Spanish Oral Language	

Roman numerals I and II suggest that all language development and content areas taught should be done so in the child's native language. It was suggested that instruction in the second language does not occur until the child achieves proficiency in his listening and speaking skills in the first language. As examples, the English and Spanish language were utilized as these are the most common examples of bilingualism in South Texas.

The balanced bilingual in Roman numeral III refers to a child who has language skills developed to almost equal ability in both languages. This ability should correspond to those children of his age level in both languages. In other words, the child should have minimal vocabulary of 300 words in both languages. He should also possess skill with grammatical structures in both languages and have the phonetic system well established in both. It should be pointed out that very few children will actually possess these abilities. Most children will fall into an English or Spanish dominant category.

ORAL LANGUAGE TECHNIQUES FOR DEVELOPING THE FIRST LANGUAGE

In developing the first language of the child, the teacher must develop activities which extend and enrich the child's usage of his native language. These activities can be divided into two categories: structured and unstructured activities.

Structured Language Activities

Structured activities fall into the category of teacher-directed or teacher-planned activities. In these activities, the teacher has identified a specific language need. For example, the children need to be introduced to more descriptive words. The teacher would prepare a lesson plan containing objectives, procedure and materials for teaching these words. She would designate a certain time, number of children to participate and place of instruction. This activity is totally controlled by the teacher, the language being learned is also controlled to a large extent. These type of lessons should last no longer than 15 minutes. This is especially true if the children's contact with the school environment has been minimal and also true if the subject matter is difficult. These lessons can be very tedious for the children, especially if they involve concentration and a lot of oral language drills. The types of drills and their usage will be discussed in greater detail in the section of second language learning.

Unstructured Language Activities

Unstructured oral language consist of a variety of methods. These being the most fruitful in extending the young child's language abilities. Songs are a great source for extending the child's language. Children easily and willingly learn them because of their lyrical nature. Finger-plays are also good language builders besides also being good fine motor development. Poems, rythems and riddles are also effective and should be utilized often in the classroom. Story time can be an excellent opportunity for introducing new concepts to the children and for introducing new vocabulary. Stories also provide opportunities for dramatization. Field trips can

also be an enriching experience if properly planned. Many children have never experienced anything other than their immediate home environment and exposure to things leading to discussions over their new experiences.

An important idea to keep in mind while planning any time of activity, whether it be a structured or unstructured activity, is LET THE CHILDREN PARTICIPATE. Active participation is the best means by which to get the children enthused over learning new things and it also is the best means by which children remember. In planning your activities, remember to also provide variety in the type of experiences you provide for the children. Be imaginative in the method which you introduce language and you will observe better results.

Auditory-Perception

Studies have shown that lack of auditory perception training can prove detrimental to the development of language. In a study undertaken in McAllen, Texas by Elaine Tarone to measure perceptual abilities; Mexican American pre-schoolers were found to be definely lacking in auditory perception skills. Auditory perception is the ability to receive audio message (stimulis) and to interpret and identify the source. To enter into a phonetics type of reading program, the child needs full development of his auditory skills. Auditory perception has five types of abilities that the child must display. These five abilities are: 1) auditory awareness, 2) figure-ground perception, 3) auditory reception, 4) auditory discrimination, and 5) auditory sequential memory.

One of the most frequent complaints of teachers is that the children just do not listen. This might be a valid complaint, many children need to be trained in auditory attention and awareness. Some children are confused by the sounds around them and cannot tune into the teacher. Here are some suggestions to increase the child's attention towards you:

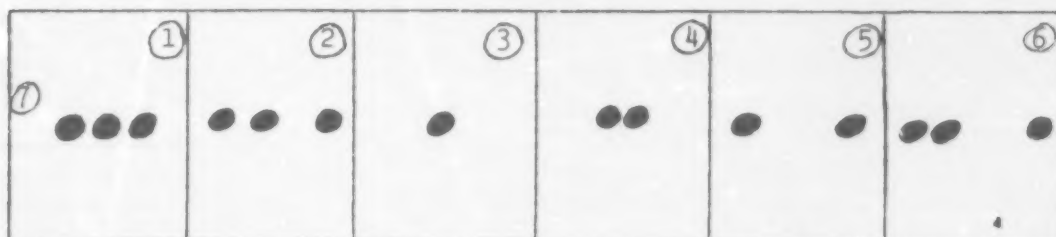
- 1) Use brief and clear instructions
- 2) Change tempo, speed, and expression while speaking
- 3) Use attention getting devices -examples: use name, touching, eye contact, questions
- 4) Get children's attention before giving directions
- 5) Use visual and manipulative objects

Auditory Awareness Activity

Purpose: To assess the child's hearing function in terms of far or near, loud or quiet, and fast or slow.

Materials: Drum, bell, box, 2 glasses, small rock, pencil, eraser, tape player, chart (explained during activities)

1. **Procedure:** The teacher will demonstrate the sounds made by each of the objects against one of the glasses. Examples: glass against glass, pencil against glass, etc. The teacher then asks children to listen while she produces the sounds behind the box. She will ask the children to identify the object being used to make the sounds. One of the glasses can be filled with water to see if the children notice any sound change between the empty and full glass.
2. **Procedure:** Teacher instructs children to close their eyes. Using a drum she goes around the room beating the drum. She asks individual children to tell her if the drum is near or far. Children can take turns beating the drum while the teacher calls names.
3. **Procedure:** This activity utilizes a chart as a visual aid. This chart may have to be explained before the actual activity begins.



The dots that are spaced are slow beats. The dots that are close are fast beats. Example: Number 6 is two fast beats and one slow beat. After chart has been demonstrated, play some beats and have children identify the appropriate square.

4. Procedure: As independent small activity, the teacher could construct a tape with various sounds recorded. The children are to listen and identify as many sounds as they can. As a follow-up, the teacher can gather the whole class and review the sounds made letting each child give his interpretations.

Figure-Ground Perception Activity

Figure-ground perception is the ability to direct attention to what is important and ignore unrelated sounds. The purpose of these activities is to train the child to work amidst distractions and noise.

Purpose: To increase child's ability to perform while there is activity around him.

Materials: -Animal book (any kind -examples: Over in the Meadow, John Lanplaff, Bruno Munari's Zoo by Bruno Munari, drums, balls, record player, bells.

Procedure: The teacher assigns each child in a group an animal sound. She then begins to read a farm animal story. The students are to listen carefully and when they hear their animal's name they are to make that sound. They continue until the next child hears his animal and begins his sound. Each child gets to participate.

Procedure: The children stand in a circle. Teacher starts a record player. The children are to pass a ball around and instantly stop when they hear the teacher ring her bell.

Procedure: This game can be used with the whole class or a small group.
The teacher picks a key word with which the children are familiar.
The teacher explains to the children that everyone is going to clap a steady beat. Then she tells them that she will say a sentence. Example: I see a horse, I see a book. The children are to stop clapping when they hear the key word.

Auditory Reception Activity

Auditory reception is the ability to understand direction and questions and try to identify familiar sounds.

Purpose: To develop the ability to understand directions and questions and identify familiar sounds.

Materials: Eight pictures (large, colorful) to cut out of magazines and tape.

Pictures must have a corresponding word that rhymes, use tape recorders.

Procedure: Start sentences for the children and have them supply ending.
Example: I can _____. He is _____. Are you _____?

Procedure: Using various pictures, place them before the child and describe them. The child has to guess which one it is.

Procedure: Teacher places all the pictures on board. Children provide their names. Then the teacher selects one picture and asks children if there's another picture that sounds alike. Example: frog - dog.

Procedure: Using a tape recorder, the teacher records a series of activities that the child will perform.

Auditory Discrimination Activity

It was found in Tarone's study that Mexican American children had the most difficulty in sound discrimination. They were found to have difficulty in not only English sounds, but also in Spanish sounds because they had not developed auditory skills in either language. The following activities will aid the teacher in increasing the child's discriminatory abilities.

Purpose: To increase the child's ability to differentiate between sounds.

Materials: Charts, marker, scissors, old magazines, bell, horn, drums, etc.

Procedure: Introducing a given sound. Example: (Have the children name all things that contain (b) sound, write them on a chart.)

Procedure: Have children find and cut out objects that had been previously introduced as having the (b) sound.

Procedure: Contrive a list of words, some containing the sound and some not. Say the words in pairs. Example: box-rack, have children tell you which word contains the given sound.

Procedure: Teacher demonstrates the sounds made by various instruments. Out of view from the children, the teacher repeats the sound and children identify the instrument.

Procedure: Sitting in a circle, you begin telling the first sentence of a story. The objectives for each child to add one sentence until the story had ended. To add some structure, you can have a picture of the beginning and a picture of the end. Use a familiar story.

Procedure: Have the children tell you about their day. What they do first, second, etc. Writing these on a chart will aid the children in orienting spoken words with the written word.

Procedure: The teacher gives each child in her group a stick. She beats some kind of rhythm. Example: lll and the children repeat. The teacher can increase the difficulty of the activity as she desires.

Procedure: Teacher says three things. Have children name, in order, what you said first. Keep the word or words short. This activity can also be increased in difficulty.

Psycho-Motor Activity

Purpose: The child will develop all of his motor abilities.

Materials: Chairs, human figures (cut from magazines), tape, paper plates, hole-puncher, yarn, small group or individual activity.

1. Procedure: The teacher for this activity should have prepared some human figures cut from magazines. These figures can be glued to cardboard then laminated for sturdiness. These figures are then cut up into various parts. The children then proceed to fit the parts where they should go on the appropriate figure. This activity serves to reinforce a child's understanding of his body in relation to all the parts.
2. Procedure: The teacher for this activity can tape a line down on the floor. The children are asked to walk -
 1. Placing one foot directly in front of the other.
 2. Walk backwards.
 3. Walk with an eraser balanced on their head.
 4. Walk and pick up something with the eraser still on their head.

3. Procedure: The teacher provides paper plates, a hole-puncher and yarn. Letting the children punch a design on their plate, they are to move yarn through each hole. This activity is useful for the development of fine-motor skills, which utilizes the small muscles in the body.
4. Procedure: The teacher arranges the room into a maze using chairs and tables. The child walks through maze and finds his way out. This activity could be used to reinforce concepts such as right and left, forwards and backwards, if the child was blindfolded and asked to listen for directions.
5. Procedure: Dancing has always been an excellent activity for developing gross-motor skills. There are certain dances that can at the same time reinforce concepts such as the Hoki-Poki which emphasizes right and left, and in and out.
6. Procedure: Games where the child runs, jumps or skips are always good for gross-motor development. Children especially enjoy relay and other competitive games.
7. Procedure: Role-playing animals and their movements can be fun and at the same time, constructive. Have the children imitate -
 - 1) An elephant walk using their hands as a trunk.
 - 2) A monkey in a tree.
 - 3) A snake slithering.
 - 4) An angry cat, etc.

FILMSTRIP NARRATIVE
ORAL LANGUAGE DEVELOPMENT
MODULE #10

VISUALS

NARRATIVE

1. Focus Frame

2. Texas A&I Frame

Texas A&I University, Child Development Associate,
Training Materials presents

3. Title Frame

Oral Language Development, Module #10

4. Children

This module is about language and its development. What is language? How is it learned? Why is it important? These questions are all important to us as classroom teachers.

5. Child

Language is basically verbal communication. It develops in all normal children as part of their natural physiological development. The only requirement other than physical and mental health is exposure to language. Language not only allows us to communicate and express our needs but gives us the medium by which to think at a higher level.

6. Children playing

Fluency in language requires practice and experience. Many children who come from backgrounds lacking in these areas often times have not developed their language sufficiently to achieve success in school. All normal children can develop successful language skills given opportunities to practice, to learn, and to experience.

7. Teacher reading

Language is broken down into four skills, understanding speaking, reading, and writing. The preschool level basically deals with the first two: understanding, and speaking. These youngsters are listening to the story of The Three bears. If asked to retell the narrative only a few would be able to do so fluently. Three reasons could be suggested: Some were not listening. Retelling may be too advanced for their cognitive development and some do not have the basic verbal skills to do so.

8. Two children

Probably though, unless there is an emotional, physical or cognitive problem most of them understood the simple plot. Ability to understand is at a much higher level than speaking. These same youngsters are now answering more specific questions about the story. The teacher has accommodated to their level of speech for response.

9. Child

In order to insure basic language acquisition children should be assessed by the teacher for their physical development, cognitive development and emotional strength. If any of these areas are weak they could drastically effect the rate of language development. This child came to school with an obvious language deficit. Upon visiting the home the teacher learned

that encouragement for self-expression was lacking. The teacher then decided to alter this child's curriculum to meet his individual needs.

10. Teacher/children

Because speech problems are the most prevalent in children and because speech is such a basic foundation for other learning, preschool teachers should emphasize language development throughout the curriculum. This teacher is having a science lesson on bears. She is allowing the children time to practice repeating sentences in the past participle. The bear is running. The bear is climbing, etc.. Language is only learned through exposure and practice.

11. Children

Practicing good language habits during the day is not enough. Most children especially children from lower socioeconomic backgrounds and children who have a native language other than the school language require a more formal systematic approach to language learning. Whether this language program is in English or Spanish or both depends on the child's needs.

12. Child

Maria speaks very little English and is therefore receiving ESL (English As A Second Language) daily. Concepts that Maria must acquire at this level are taught in Spanish, when she has learned sufficient English it also will be included with Spanish into her curriculum.

13. Child

Luis is a bilingual youngster but his proficiency in both languages is poor for a 4 year old. In this case it would be up to the teachers discretion to use whichever language she felt was appropriate for concept development. Probably a combination of both would be the most enriching. Naturally, he would be given a formal English program to insure his language development. A formal Spanish program would be greatly desired but would depend on program policy for the district. A truly bilingual program would encourage development of both languages and cultures..

14. Group

The importance of a structured language program that teaches specific skills cannot be overemphasized. To stimulate maximum learning children should be assessed and placed in appropriate groups. Maria and Luis both require an ESL program but should not be placed in the same group. Maria has no knowledge of English and must start at the beginning. Luis has some vocabulary and structure of English and should begin further along. The same would be true for SSL (Spanish as a second language). In this manner, neither child would be bored or frustrated.

15. Group

A structured oral language program requires short intense lessons, pupil participation, small groups and visual aids.

16. Children in center
Aside from the structured language lessons what other techniques can be used to develop
17. Teacher/child
Adults are encouraged to converse with children discussing any topic that is important to them. This parent volunteer is discussing the game with a child.
18. Teacher eating with children
The teacher aide is having lunch with these children and a lively conversation has been initiated.
19. Teacher /child
Modeling and expanding children's language is a method that has been proven successful. The teacher accepts the child's statement and then expands on it. For example, this little girl has drawn a picture of a dog. His comment to the teacher "My dag have a tail" The teacher then expands and models "Oh, yes, your dog has a long brown tail."
20. Children dramatizing
Dramatization is a very motivating technique for language development. These children are dramatizing as the teacher narrates ~~the story of the Three Billy Goats Gruff.~~
21. Two children
After sufficient practice with the story, children are asked to recite appropriate dialogue while dramatizing. Some children may take the initiative and invent their own lines but many will need guidance.
22. Children
These children are acting out and reciting the dialogue of a short family scene that the teacher has created. The scene is a common everyday experience of a family. All of the children can identify and therefore have an easier time expressing themselves appropriately.
23. Children listening to story
Reading to children exposes them to new experiences and vocabulary. This teacher has read Sylvester and the Magic Pebble to the children. The concept of magic is being discussed. The children are being asked to give examples of what they consider magic. Illustrations are lively and imaginative. Oral language development can be fun and spontaneous.
24. Group of children
Today the children have been out collecting pebbles. They have been instructed to make something at the art center with their pebbles. At the end of the day each child will be given an opportunity to tell what they have done with their magic pebbles. An aide is conducting this show and tell group while the teacher monitors another on the other side of the room. Keeping the groups small allows each individual sufficient time to relate his experiences.

25. Children doing fingerplay
- This group of youngsters are reciting "Cinco Elefantitos". Fingerplays and songs keep interest levels high because participation is required that is both vocal and physical. Constant repetition instills language patterns. The teacher has made sure to explain all of the concepts and vocabulary that may be new to the children.
26. Group
- Children's love of music makes it an excellent technique for oral language development. Children should be taught the songs and any vocabulary or concepts unknown to them clarified. Body and hand movements may be added for emphasis.
- 27.
- Recording children's voices on a tape recorder is fun and encourages oral language usage. Specific objectives could suggested by the Teacher. For example: "Tell about your favorite TV program? Sing your favorite song.
28. Children playing La
Vibora de la Mar
- Games can be invented or recruited from resource manuals or other teachers for oral language practice. La vibora de la mar is being played by these youngsters.
29. Teacher in front of a group
- One of the most efficient methods to develop or refine specific language skills is through the use of drills. Drills can be tailor made for classroom groups, or individuals. These children have the language pattern "I runned". This teacher is using a drill to expose the children and give them practice in a more standard dialect. First she repeats the desired response "I ran" three times.
- 30.
- Secondly, she asks the whole group to repeat after her. Next a smaller group repeats after her. Finally, individual children are asked to repeat the desired response.
- 31.
- Four important things should be kept in mind when using drills.
1. Always model response desired.
 2. Use normal conversational speed
 3. Start whole group, small group, individual.
 4. Only introduce ONE new pattern at a time
- 32.
- These children use Have instead of has in the following sentence. "He have three wagons." The teacher is using a drill to provide practice in the correct response. Drills can be used any time of the day when there are a few minutes extra for example before lunch, before dismissal and require no materials.

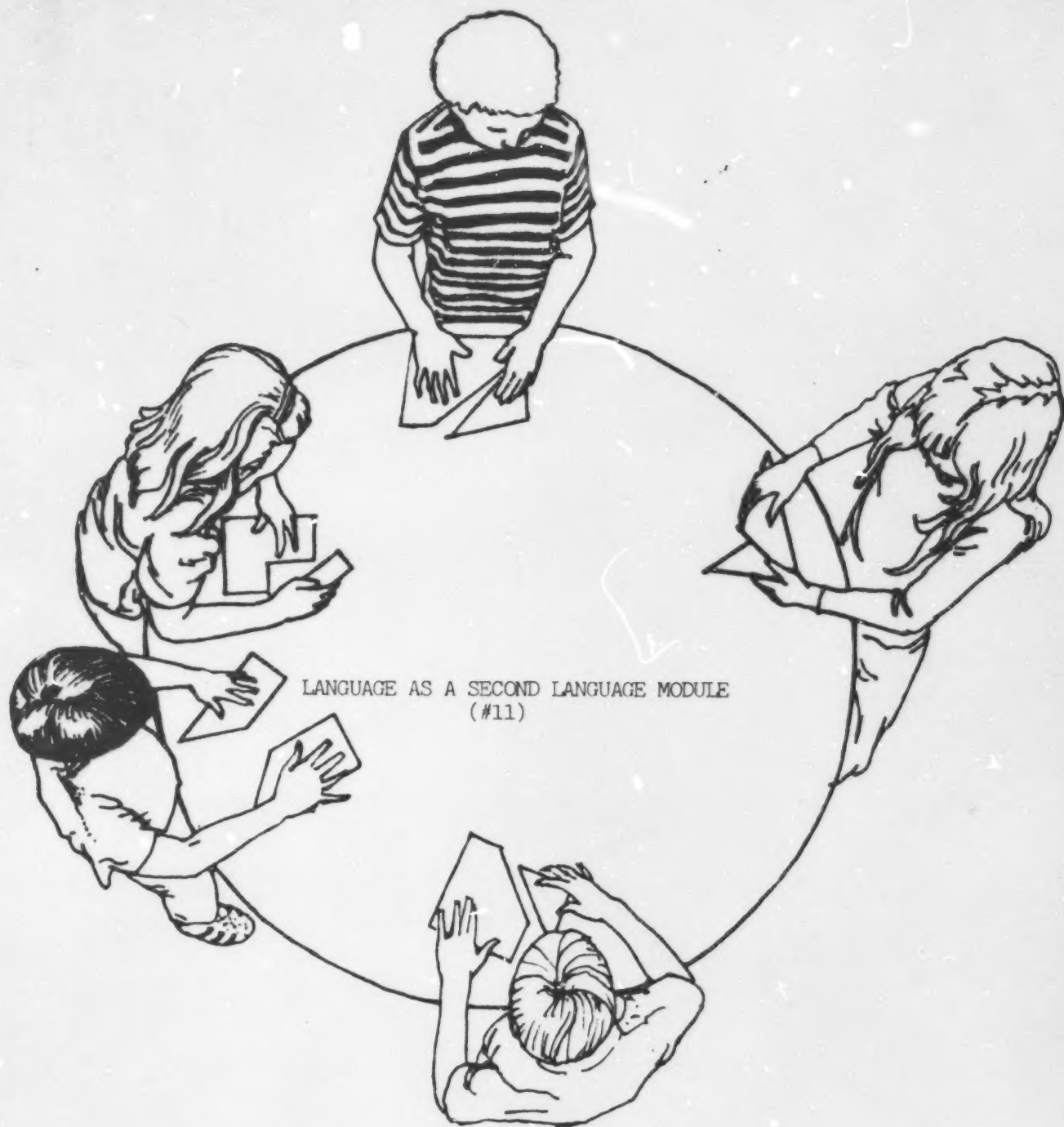
33.

Oral language development should play an integral part in the preschool program. The curriculum should include both structured and unstructured approaches. Strong communication skills will allow children the opportunity to learn the knowledge and processes that will be encountered in the years ahead.

LANGUAGE SKILLS
POST-ASSESSMENT

1. Language is a means of _____.
2. Children learn language by _____.
(a. watching others b. imitating c. crying)
3. What are some ways by which to determine language dominance?
_____, _____, _____.
4. The language spoken at home is the child's _____ language.
5. Oral language should be provided in the _____ language when the child enters school.
6. Structured oral language activities are _____.
7. Unstructured oral language activities are _____.
8. Auditory perception involves what skills?

9. Pre-reading skills are:
1) _____ 2) _____
10. Psycho-motor perceptual skills involve the child's _____ development.



LANGUAGE AS A SECOND LANGUAGE MODULE
(#11)

TEXAS A&I UNIVERSITY
KINGSVILLE, TEXAS

MODULE CONTENT

Completing the Module (steps to follow)

Performance Objectives

Pre-Assessment

Learning Activities

Module Narrative

Module Filmstrip Script

Post-Assessment

COMPLETING THE MODULE

To complete this module, you have to demonstrate your ability to do certain things. These things are called performance objectives, and listed as "Module Objectives".

In order to decide what learning activities you need to work on, you need to determine what you already know. In order to determine this, an initial evaluation needs to be made. This initial evaluation consists of the following three steps:

1. The candidate performs a self-evaluation by answering a questionnaire pertaining to this module.
2. The trainer evaluates the candidate based on classroom observations of the candidate.
3. Both the candidate and the trainer come to an agreement as to whether or not the candidate needs to gain further competency in this particular module.

Once you know where you are and where you need to go, with the assistance of your trainer, select one of the three learning activities cycles in this module which will help you gain needed knowledge and skills.

If you feel you are ready for the post-assessment, after completing the cycle of activities, decide on the post-assessment procedure with your trainer. This decision should be made with the advise of your trainer. The next step is to decide on whether or not you are competent in relationship to the performance objectives of this module. This decision should be made in agreement with your trainer.

If found to be competent, proceed to the next module on your work plan. If further training is needed select another cycle of activities or create experiences which you and your trainer feel will help you achieve the objectives of the module.

To summarize

1. Review the objectives of the module.
2. Perform the initial evaluation (pre-assessment)
 - a. The candidate performs self-assessment.
 - b. The trainer evaluates the candidate.
 - c. Candidate and trainer agree on conclusions of assessment.
3. Select the learning activities cycle.
4. Complete the learning activities.
5. Decide on post-assessment procedure.
6. Decide on module competence (post assessment).
7. If found to be competent, proceed to next module on work plan. If further training is needed, select another cycle of activities or create other experiences to help you achieve competency.

PERFORMANCE OBJECTIVES
(LANGUAGE AS A SECOND LANGUAGE)

1. The trainee will be able to assess her needs in second language instruction.
2. The trainee will be able to identify language problems common among Mexican-Americans.
3. The trainee will be able to construct lessons to remedy language difficulties.
4. The trainee will be familiar with different pattern drills and their usage.
5. The trainee will know the method by which to present structured language lessons.
6. The trainee will know how to incorporate unstructured oral language into curriculum.
7. The trainee will know how to plan the curriculum to include all aspects of language learning.

LANGUAGE AS A SECOND LANGUAGE
PRE-ASSESSMENT

1. What are two major differences between learning a first language and learning a second language?

1) _____ 2) _____

2. What are some skills a second language teacher must possess?

1) _____ 2) _____ 3) _____

3. What are some examples of language problems encountered by Mexican American children?

4. Name four types of pattern drills:

1) _____

2) _____

3) _____

4) _____

5. What types of things should lesson plans contain?

1) _____ 2) _____

3) _____ 4) _____

6. What are some possible sources of folklore related to the Mexican American?

7. Name four techniques used for unstructured oral language development?

1) _____ 2) _____

3) _____ 4) _____

8. What are three major items to be emphasized in a pre-school curriculum?

1) _____ 2) _____ 3) _____

MODULE

LEARNING ACTIVITIES

Competency: Advancing Physical and Intellectual Competence

Functional Area: Language

Module: Language as a Second Language (Module #11)

Skill: Identification

Activity # 1

Trainee will read Module #10 of CDA Bilingual/Bicultural Training Curriculum.

Activity # 2

Trainee will view film entitled, "Module 10A of Language Skills".

CYCLE I

Diagnostic

Activity # 1

Evaluate your daily schedule for time allotted for formal oral language development in the second language:

- 1) Is your actual instruction time less than 20 minutes long?
- 2) Are your oral language lessons separated by an appropriate time length?
- 3) Do you present oral language lessons in both English and Spanish?

Prescriptive

Activity # 2

If you found that your language lessons were too long, plan a shorter length and an activity to fill the gap.

If your lessons ran continuously without providing the children with a break, plan a motor art, or music activity that could occur between lessons.

If you have not scheduled lessons in both English and Spanish, find an appropriate time slot for this lesson.

Finally, make a new daily schedule that will allow for these inclusions.

Implementation

Activity # 3

Start your new schedule making sure that the children are informed as to changes.

- 1) Keep track for one week the length of time needed for your activities. Your time will be the most accurate towards the end of the week when you and the children become used to the schedule.
- 2) Check to see if the children have enough time to adjust to a lesson in a different language. This can be done by noticing the frequency of the children reverting back to the other language.

Assessment

Activity # 4

Check the notes you have been keeping for the past week.

If any problems still exist, you may have to rearrange your daily schedule.

Use Skill Prescriptive # 1 to do this.

CYCLE II

Diagnostic

Activity # 1

Evaluate your daily schedule for time allotted for informal oral language development. Check for the following:

- 1) Do you have a morning greeting?
- 2) What is the average length of your morning greeting? (Check this one for one week) The length should be at least 15 minutes.
- 3) Does your morning greeting consist of songs, finger plays and/or conversation? (Circle the appropriate one)
- 4) Do you provide a storytime sometime during the day?

Prescriptive

Activity # 2

Check the manner in which you answer the questions on Diagnostic #2.

If you find that your morning greeting lacks some of the items listed, you may have to extend it to include some songs or finger-plays. Learn some and include them.

If you are providing a storytime, you may have to include this into your schedule also.

Practice asking open-ended questions. Prepare some in advance.

Do you ask the children questions about the story that require more than a yes or no answer.

Do you talk to the children while doing routine clean-up or daily tasks?

Do you introduce new vocabulary before or after field-trips or outings?

Implementation

Activity # 3

Include the various activities that you have identified as being needed into your daily schedule.

Assessment

Activity # 4

Have someone come and observe your classroom and check your daily schedule. Have them answer the questions presented in Diagnostic #2.

Look over their observations and determine if any further changes must be made.

CYCLE III

Diagnostic

Activity # 1

Check over your lesson plans for the past two weeks. Write down how many lessons you have presented that were specially designed to aide the children in the following areas:

Language

- *Visual Perception -
- **Auditory Perception -
- ***Psycho-motor Perception -

-
- *ability to see detail
 - **ability to hear sound differences
 - ***eye-hand coordination

One teacher should present an average of two lessons a day related to one of the above items. This would mean 20 formal lessons in two weeks. This means that in each of the four areas, you should have no less than five times in the last two weeks. Of course, this is when no special outings or activities have been planned.

Prescriptive

Activity # 2

If you have checked your lessons and found that you have not been placing enough emphasis on any of these, then you must write lesson plans to be included for the following two weeks.

Module #10 Language Skills will aid you in the development of these lessons.

Implementation

Activity # 3

Implement your lessons for the next two weeks. Plan the types of lessons that will incorporate from then on. Make sure that you meet the minimum requirement everytime you plan.

Assessment

Activity # 4

Have your trainer or center director make periodical checks of your lesson plans. Make sure that they do this on their own and without your prior knowledge.

MODULE NARRATIVE
OUTLINE
(Language As a Second Language)

- I. Introduction
- II. Teachers of Language as a Second Language
- III. Common Language Characteristics of the Mexican-American Child
 - A. Pattern Skills
 - B. Structured Lessons
 - C. Unstructured Lessons
- IV. Suggested Curriculum
 - A. Sample Lessons
 - B. Center Activities

INTRODUCTION

An objective of second language learning is to teach the second language without making the child uncomfortable. This involves the timing and method by which the second language is introduced. These aspects of second language learning will be discussed in greater detail in the rest of this curriculum. A major point is to teach the second language and still encourage development of the first language.

A second objective of second language learning is to teach the child all skills of the second language. These include such items as *¹phonology, *²semantics, grammar and *³lexicon. The teachers need to teach these skills to the child so that he will be able to function effectively in all areas of language such as listening, speaking, reading and writing.

A third objective is to give the teacher an understanding of how second language learning differs from learning a first language. The biggest difference is that the second language is learned in a very different setting from the first. The child learned his first language at home among familiar surroundings and he learned it in a slower step-by-step manner. The school seldom provides the warmth and comfort of the home. This is especially true for Mexican-American children coming from tight-knit traditional backgrounds. The school, during its first contacts with the child, must establish an understanding of the family's traditions and language.

The degree to which this contact occurs depends largely on the teacher and the support she receives from the school. The teacher must become familiar with the type of community she is dealing with; she must be able to talk to the family

*¹sounds
*²meanings
*³words

and the children in their own language. Finally, she must have some understanding of the child's culture.

TEACHERS OF LANGUAGE AS A SECOND LANGUAGE

The Mexican-American child may enter school with a variety of skills in his second language. Some will have a high speaking ability in their first language and have their second language only slightly developed. Other children will have little or no speaking ability in both languages. The range of differences that will be encountered will be very wide and difficult to determine. Hopefully, the guides in module #10 will aid you in determining the dominant language of the children in your classroom. It is evident that the wide range of differences demand that the teacher be understanding and knowledgeable of the child's language levels. The following are some skills a second language teacher should possess in order to be a more effective instructor.

A second language teacher should:

- 1) become aware of *linguistic and cultural backgrounds of their pupils.
- 2) study the educational and cultural backgrounds of their students as a springboard for curriculum planning.
- 3) become familiar with the features of the English sound, grammar, vocabulary and cultural systems.
- 4) learn methods of teaching second language.
- 5) learn how to use and/or develop instructional materials in line with program objective and student's goals and learning problems.
- 6) learn to evaluate pupil progress for possible corrective teaching or for re-grouping in the class.
- 7) learn to provide a classroom environment that leads to successful learning and good self-concept.

These skills can be gained only through the teacher's own efforts towards self-improvement. She must want to be part of the community and let the community be

*language

part of the school environment. She must be willing to seek out new methods of dealing with language differences and use them in her classroom. Above all, the teacher must be understanding.

COMMON LANGUAGE CHARACTERISTICS OF THE MEXICAN AMERICAN CHILD

In order for the teacher to deal with levels related to second language learning, the teacher must have some knowledge of their origin. Some of these stem from the second language learners direct translation from their first language to their second language. An example of this type of error would be the Mexican American child saying: "The horse white is big." In Spanish, the child would have put the noun before the descriptive adjective as it appears in the English sentence. This type of error is common among some Spanish speakers along with many other errors. The following chart exemplifies some of these, illustrating the type of error (*¹syntax, vocabulary, grammar, *²morphology), an example of the English and Spanish version, and the reason for the error.

COMMON LANGUAGE ERRORS

<u>Type</u>	<u>Example</u>		<u>Reason</u>
Phonology	English those think	Spanish tose tink	The English sound may not exist in Spanish. Spanish speaker substitutes Spanish sound.
Phonology	comb	cone	English sound may exist in Spanish, but not in the same position.
Phonology	"ch" ?	chop or hitching	The Spanish speaker may be aware that two sounds exist in English, but not sure as to when to use them.

*¹word order

*²word forms

<u>Type</u>	<u>Example</u>		<u>Reason</u>
Morphological	taller	more tall	Transference of Spanish word into English.
Morphological	English She is nice.	Spanish Her is nice.	Uncertain as to what word forms to use.
	men	mans	Uses English structure in situations where it does not apply.
Syntax	to blush	to put red (ponerse colorado)	Direct translation.
Syntax	throw away	throw	Spanish may have a word which is sometimes expressed in English as one word and at other times as two.

This chart should aid you to better understand the Spanish speaker's common errors made in English. Hopefully, you can formulate activities that could correct some of these problems now that the cause behind them has been made a little clearer.

ORAL LANGUAGE SECOND LANGUAGE INSTRUCTION

Patterns Drills

The pre-school teacher should concern herself with developing the child's speaking and listening skills. Listening deals with developing the child's ability to listen, and to understand and follow directions. Speaking skills are those which the child uses in oral communication. These include extending the child's vocabulary and teaching this vocabulary in phrases. The development of phrase construction is followed by the development of the child's usage of different sentence patterns.

In second language learning pattern drills are commonly used in the development of correct sentence structures. Pattern drills can also be used as a method by which to correct common language problems such as those previously identified. These pattern drills should be developed into lessons that can be fun and at the same

instructional. Pattern drills should be presented with the aid of visual and manipulative materials. These type of materials can include pictures, puppets, finger plays or songs. Pattern drills are very important in that the teacher provides a situation where the child can receive direct drilling on specific problem areas. The following are examples of the different types of drills and examples of their usage:

- 1) Repetition Drill - These drills the child merely repeats after the model.

Activities such as physical movement should always be used in drills.

Examples:

I see a goat. (Teacher)

I see a goat. (Child)

I see a house. (Teacher)

I see a house. (Child)

- 2) Substitution Drill - In this type of drill, the whole sentence is left the same, but one item is changed (verb, noun, etc.).

Examples:

I ran home. (Teacher)

I walked home. (Child) - response can be picture prompted

I skipped home. (Child) - response can be picture prompted

- 3) Expansion Drill - In this drill, the child must expand the sentence by adding a word or words to the sentence the teacher has provided.

Examples:

I see a goat. (Teacher)

I see a fat goat. (Child)

- 4) Re-statement Drill - In this drill, the child restates the sentences negatively or positively.

Examples:

Do you see the goat? (Teacher)

Yes, I see a goat. (Child)

- 5) Conversion Drill - In this drill, the child completely changes the sentence structure.

Examples:

Did you watch television last night?
(Teacher)

Yes, I watched Spiderman. (Child)

These pattern drills are a means of developing proper sentence construction.

The ultimate goal would be to make these patterns a habit so that his speech becomes *spontaneous during informal conversations. While preparing for language lessons which involve pattern drills, it would be wise to keep in mind the following tips:

- 1) Keep your groups small, four or five students would be about all that can be handled and observed adequately.
- 2) Speak normally and clearly.
- 3) Add variety to presentations.
- 4) Keep lessons short.

Young children should always do oral language informally, such as in games, finger-plays, dramatics, storytelling, singing and dancing.

Structured Lessons

Oral language instruction in both languages must be kept separate. This means that structured (formal) language lessons designed to enlarge one or the other of

*naturally

of the language must be taught during different time slots. Better still, these lessons should be taught by different persons in different part of the room. The children should know that while in a certain area, only English or Spanish should be spoken. The idea for this being to help the children learn the two languages separately. Learning the languages separately causes less confusion and less language mixing to occur. It is better that the first language not be used during second language instruction, but sometimes in order to not confuse the child and to save time, the teacher must provide the need word or phrase and then continue again using only the second language. The teacher should make an effort to keep this type of switching to a minimum.

During structured lessons be sure to keep the actual lesson time not over fifteen minutes. After fifteen minutes, the children become restless and are no longer remembering the information.

The introduction of new word items or concepts should be done one at a time and with the use of other familiar vocabulary or concepts. For example, if you are introducing the concept of "over", don't confuse the child by introducing foreign items or pictures into the lesson. Do not try to teach new vocabulary at the same time.

A time break should be allowed between language lessons, this is especially true for lessons to be taught in the second language. This gives the children an opportunity to adjust to a different language. The break could consist of independent play, art, music or motor activities.

Structured lessons discussed should be written to contain specific objectives that are to be met. These objectives should also be written in action terms. For example, the children will be able to pronounce the two sounds of "ch" and "sh".

The lesson should also contain the materials that will be needed for the lesson and the means by which the lesson will be met. The teacher should also include a means of evaluating her effectiveness in terms of whether or not the objectives were met.

Unstructured Lessons

Unstructured oral language development occurs throughout the day of the child. It occurs during the morning greeting while the teacher initiates discussions with the children. These discussions can revolve around any topic which captures the child's interest. The morning greeting should also contain songs in the second and first languages. Songs are easily learned by children and are a means of introducing new vocabulary. Poems, riddles and finger-plays can also be introduced during the morning greeting.

Storytime can also be used as a language enriching experience. Storytime should include stories not only in his first and second languages, but also stories that are relevant to his culture. These type of stories can be obtained in English and Spanish, such as from a series called "Stories that Must not Die", written by Juan Sauvageau of Texas A&I University in Kingsville. The teacher will have to simplify some of these stories, but they are excellent folklore sources. Parents are also excellent in the retelling of folklore.

*Techniques in presenting stories should vary to include the use of puppets, pictures, and actual participation of the children. It's important to allow the children opportunities to comment and express opinions concerning the story. The teacher should guide these comments by asking questions which are open to discussion. Stay away from questions that can be answered by a simple yes or no. Children will

*ways

at times stray from the topic you have selected or try to do all the talking. The teacher must keep the children on the desired topic and give opportunities for all children to participate.

Oral language is also developed through the usage of both languages in giving directions and instructions. Children need to learn to follow simple commands not only to develop their listening skills, but to aid them in the everyday activities of the classroom. This is especially true if one of the teachers in the classroom is a monolingual teacher.

Field trips and outside resources are excellent opportunities for children to enlarge and learn new vocabulary. Field trips should be planned to include the introduction of new vocabulary and concepts before the actual trip. This serves to orient the children to what they will experience. Following the field trip, the children should be given an opportunity to relate their experiences. The children could follow-up by drawing pictures and discussing their drawing. They could also dramatize some of the things they experienced. The teacher should use her imagination in providing oral language activities.

Finally, the most important method by which children learn language - Children learn mainly by imitating a model. In the school setting, the model is the teacher. The teacher must be very conscious of her language usage, not only during formal lesson time, but throughout the whole day. The teacher should make an effort to keep her two languages apart. If she starts speaking in one language, she must complete her thoughts in that language. The teacher enlarges vocabulary and provides sentence structure by verbalizing and expanding on the child's actions. The following are examples of the teacher's expansion activities:

Situation I - A child is sitting playing with blocks and constructing.

Teacher: "Johnny, can I watch you build?" "I think I will build a big tower."

"I think it is a beautiful tower." "I think it a beautiful tower, what do you think?"

The teacher models by verbalizing her actions - naming objects and expanding on sentence patterns.

Situation II - Teacher is mixing colors in preparation for art lesson.

Teacher: "I am going to mix the colors, red, green and orange." "Together, these colors will make yellow."

ORAL LANGUAGE CURRICULUM

The teacher in planning for the school year must plan the units that will be covered and the sequenced introduction of the skills the child needs to learn.

The following is a sample outline of how skills should be organized into the unit planning:

SUGGESTED CURRICULUM

<u>Oral Language</u>	<u>Perception Concepts</u>	<u>Content</u>
Fall - Oral Participation in native language	(throughout the year)	Classroom terms
Structured patterning in second language (nouns in sentence patterns)	Auditory, visual and psycho-motor skills should be incorporated into lessons throughout the year -	Animals Colors Body Days, months, seasons
Winter - 1) Expand vocabulary and length of sentence 2) Introduce new sentence patterns (verbs in sentences)	through the utilization of the following concepts: 1) up, down 2) over, under 3) inside, outside	Letters, numbers Time Self, family Community
Spring - 1) Asking questions 2) Giving answers 3) Describing events 4) Expanding vocabulary (adverbs in sentence patterns)	4) above, below 5) same, different 6) small, large 7) high, low 8) far, near	Food, clothing Holidays

As you will notice, there are primarily three major areas the teacher must emphasize throughout the year. Language, perceptual skills and content. The teacher in developing the curriculum should remember to include the three areas above into

her daily lessons. In developing syntax, grammar, phonology and vocabulary, or any skill, care should be taken to start from the very simple and gradually increase in complexity.

Sample Lessons

The following sample lesson is presented to help you visualize the incorporation of the different areas of language into one lesson. This lesson will include:

- 1) group arrangement and activities for the whole class.
- 2) objectives of each group activity.
- 3) activities for each group.
- 4) samples of teacher-directed pattern drills.

Objectives:

- 1) The children will learn and identify the colors red, white, blue and green.
- 2) They will be introduced to the concepts different and same.
- 3) The child's visual memory will be reinforced by the activity of identifying and matching objects.
- 4) The child will receive cultural reinforcement by learning the relationship of the Mexican and American flags relationship to themselves.

Materials:

Scissors, green, red, white, blue construction paper. Popsicle sticks, paste, little pre-cut stars, activity sheet with pictures of American and Mexican flags and pre-cut pictures of this same stencil.

Introduction:

Before lesson begins, teacher has pre-assigned children into three different groups. Teacher explains the three different areas in the room and in which area they belong. She explains that the children will rotate in a circle and that all of them will get to participate in each activity.

Rotation will occur when the teacher rings a bell or announces the move.

Explanations and instructions for each center should be demonstrated thoroughly, making sure each child has understood. The teacher should be able to observe

other centers from her area. Time length of each center is dependent on the type of activity and the length of time it takes each child to complete his activity. If some children should finish before others, they should be allowed to play independently in the other learning areas until it is time to present the lessons to them.

Center Activities

Center I (independent) 5-6 children (emphasis visual perception, same and different vocabulary)

Activities:

Children will be shown sample Mexican and American flags and given explanation of each. Point out the differences and the similarities in each. The children are to construct a flag the same as the Mexican flag and one the same as the American flag. Teacher leaves flags as examples.

Materials:

Red, white, blue, green, construction paper, scissors, paste and pre-constructed Mexican and American flag.

Center II (independent) 5-6 children (emphasis on concepts of same and different)

Materials:

Activity sheet and pre-cut flags.

Activities:

The activity sheet flag size vary as to size and position. The children are to match the flags. The child will find them and glue them over the activity card.

Center III (teacher direction needed) 5-6 children (emphasis on reinforcing colors)

Activities:

The activity consist of the teacher reinforcing the colors of the flags and discussing the sizes of the different flags.

If more than eighteen children are in the classroom, these children will play independently in the learning areas until the teacher can work with them.

In conclusion, it's important to add that ORAL LANGUAGE IS AN ON-GOING PROCESS. Oral language instruction does not end when the child begins to read. This is especially true of the bilingual child. In many cases, the bilingual child comes to school with neither language very well developed. In order for the child to progress in his language learning, continued oral language instruction must be provided.

FILMSTRIP NARRATIVE

VISUALS

LANGUAGE AS A SECOND LANGUAGE NARRATIVE

MODULE #11

1. Focus Frame
2. Texas A&I Frame

Texas A&I University, Child Development Associate Training Materials presents
3. Title Frame

Language As A Second Language, Module #11
4. Children in small group

Second language in a school setting is not learned in the same way as a first language. It must be taught systematically, regularly, and in a meaningful situation.
5. Teacher/child

Before starting with second language activities, it is necessary to know the extent of development in the first language. This can be done in a variety of ways anywhere from formal testing to informal discussions with the child.
6. Child

If the child is severely crippled in his use of his native language it is to his advantage to develop this avenue rather than to initiate a second language. This should be followed regardless if his native language is English or Spanish. An intensive oral language program which has been discussed in a previous module should be followed.
7. Close-up of child

Once it has been determined that the child's native or first language is developed sufficiently for interaction in the classroom than a second language should be planned. It is then understood that not all of the students will be ready for second language instruction at the same time.
8. Girl

If second language instruction is to be initiated the first thing that must be determined is how much of the second language the child knows, if any. Maria speaks some English even though her native language is Spanish. In order for her to be placed in an ESL (English As A Second Language) group it must be determined how much English she knows.
9. Teacher/child

This measurement can be done formally using a test selected by the school district or informally by encouraging verbal discussions with the individual student. Pictures, and other visuals can be used to stimulate conversation.
10. Teacher/children/puppets

Other informal devices could be familiar topics, stories, puppets, and games. It is important that the teacher try to use only the language that she wants the child to use.

11. Teacher/little boy
The teacher is attempting to find out how much English Paul knows. She has asked him in English to tell her what he did that weekend. One conversation may not be sufficient. Tomorrow she might have him discuss his favorite T.V. program, his family and their activities or one of his favorite stories.
12. Three children
Encouraging speakers of both languages to interact encourages them to use the other language, gives them a purpose for using the second language and can also be used by the teacher to evaluate pupils level of usage and progress.
13. Little girl
Factors to take into consideration when evaluating a child's speech could be speed of speech, grammar, and amount of vocabulary. It would be efficient to keep a chart or at least some notes on the students level of usage. In this manner, grouping students with similar abilities would be easier. Now that the teacher knows the approximate level that the child is at, appropriate grouping is necessary.
14. Small group of children
This is one of the most important factors in second language learning. It is more effective and efficient to have 3 groups that meet for 10 minutes a day and are working at their appropriate levels than to have one large group that meets 30 minutes a day.
15. Child
It should be kept in mind that some students may not be ready for second language learning because their native or first language is severely retarded. They will first of all need help in expressing themselves in one language before attempting another.
16. Child
Spanish dominant children then will probably be receiving ESL and English dominant students will be receiving SSL (Spanish As A Second Language).
17. Three children
Since many children from lower socio-economic backgrounds have language difficulties it will probably be necessary to develop their native language as well. In that case most of the students will be receiving both English and Spanish lessons.
18. Child
The emphasis on language development at this level cannot be overemphasized. Without sufficient control of language (regardless of which) it is doubtful that the child will be ready to read at the appropriate time.
19. Group
Second language learning can and should be taught using a structured and non-structured approach.

20. A structured approach calls for a formal lesson that is planned specifically to develop language in a sequence. Various sentence patterns, verb forms, vocabulary etc are introduced and drilled daily. Usually these materials are provided by commercial companies or may be written by curriculum specialists in the district.
21. Because language skills build on each other it is important that a structured approach be used regularly. Aside from daily usage of these materials the teacher should encourage high participation by motivating the children.
22. Motivation can be accomplished in various ways. Some examples: commenting regularly on the advantage of knowing a second language, exhibiting interest and excitement in the daily lessons,
23. interjecting appropriate songs, games, and dances during lessons, personalizing lesson drills and content.
24. Children/teacher/puppets using manipulative objects during lessons such as puppets, cards, and other concrete objects.
25. Teacher/pupils playing game Unstructured second language teaching can be used throughout the day. Basically, the same methods employed in oral language development Module #10 can be used. Especially popular avenues would be fingerplays, songs, rhythms, drills and games.
26. Using drills for second language learning is a particularly useful device. This method allows the teacher to instruct for vocabulary and sentence patterns that are useful for her specific class room or students.
27. Teacher/students For example, a trip to the zoo may call for vocabulary development not found in the structured curriculum. Specific drills can be initiated for field trips, curriculum content, story activities, games, etc...
28. Children dramatizing a baptismal In using drills four important things must be kept in mind. First of all meaning must be clearly established. This can be accomplished by using pictures, pantomimes, dramatizations, or if its necessary the student's native language.
29. Boy Secondly, only ONE NEW pattern, structure or vocabulary word should be introduced at a time. Using more may confuse the student.

30. Teacher
Thirdly, the teacher must model each new pattern at least 3 times before the students repeat.
31.
Lastly, to insure effective repetition from the student, it is best to vary responses. Sequence should be whole group.
32.
Half group,
33. Child
and lastly the individual. This insures thorough practice for all before individual selection and also keeps the pace lively.
34. Two students
As mentioned before, when using structured as well as unstructured lessons it must be kept in mind that children should only repeat and work with patterns that they know the meaning of. Meaning can be conveyed in many ways. For example: by using pictures, dramatizations, and pantomines. If meaning is difficult to explain in this fashion then the child's native language can be used.
35. Teacher/children
Once meaning is conveyed use of the native language should be avoided. Children may need to be gently reminded that at this period only a certain language is spoken.
36. Child
It is equally important that skills in the second language be presented in meaningful practice. This can be accomplished in a variety of ways. For example: basing second language skills on sensorimotor experiences.
37. Child with puppet
The puppet which a child can manipulate is a great sensorimotor device and encourages expression of language.
38. Children building a fort
Here the children are constructing a fort. The vocabulary word was introduced in the lesson. Language patterns using the fort will be modeled by the teacher and repeated by the children. Children should also be encouraged to ask questions and to share discoveries.
39. Children role-playing
A device which provides much meaningful practice is role playing. Dialogues can be learned and dramatized with appropriate props.
40. Children in housekeeping area
A restaurant has been set up for the children to role play. Ordering, requesting, paying, counting, etc. will be utilized. Pupil activity is BASIC TO LEARNING
41. Child using chart
It is helpful to hold second language lessons in a separate area of the room. If this is not possible then perhaps a chart can be constructed and set up to serve as a visible reminder. A special puppet can also accomplish this.

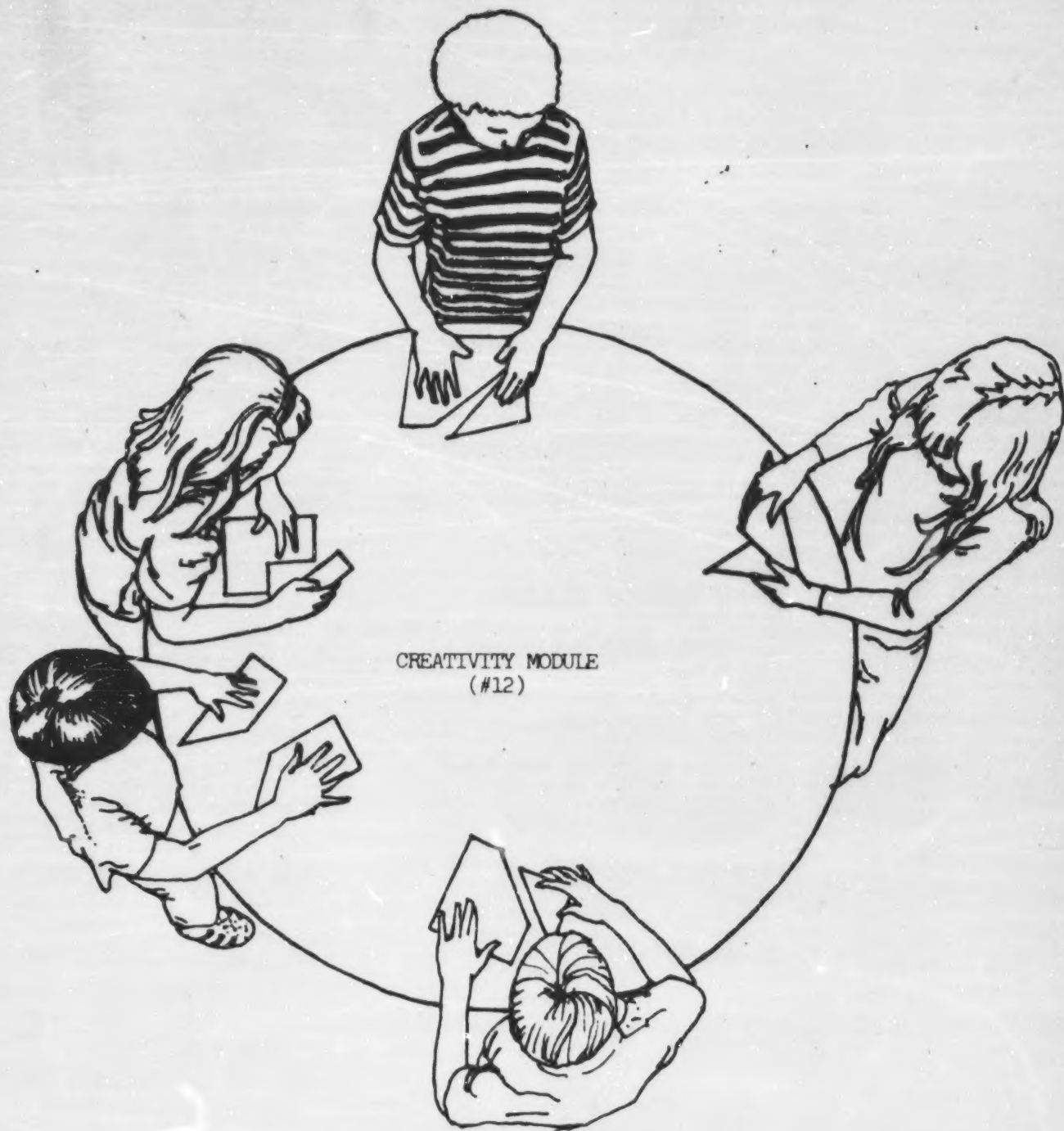
42. Children playing
Second language usage should be encouraged but the child's native language should never be discouraged.
43. Dancing
Along with second language learning should follow understanding and knowledge of the culture. Culture can be taught through music, food, stories, history, dance, social happenings in the community, field trips and in many other ways.
44. Teacher reading
These children are receiving ESL. Here the teacher is reading a favorite American story. (Sleeping Beauty) Though she is reading the story in Spanish because that is what the children understand better the story still reflects American culture.
45. Two children
These same children will now roleplay The 3 Little Pigs, a popular story for children of this country.
46. Children reciting
Choral reading of popular rhymes and poems help the children become familiar with classics such as The Mother Goose rhymes. Here students are presenting the poems they have learned to another class.
47. Teachers
A field trip to the tortilla factory is being planned to include some cultural awareness for a group of SSL (Spanish As A Second Language students).
48. Children drawing
Today the children are drawing pictures of their trip and practicing drills including the appropriate vocabulary preselected by their teacher.
49. Teacher
A Mexican fiesta will be celebrated and the children will plan it, discuss where it will be held and will participate in the activities.
Suggested activities could include Mexican food, pinatas, Mexican music, and dances and traditional Mexican dress.
50. Children
All students should be encouraged to participate. SSL students would benefit from the new experiences and feel closer to the language and culture they are living next to and studying.
ESL students would feel pride and reinforcement of their cultural heritage.
51. Child
Young children require regular exposure, practice and experiences to make a second language their own.

LANGUAGE AS A SECOND LANGUAGE
POST-ASSESSMENT

1. What are two major differences between learning a first language and learning a second language?
1) _____
2) _____
2. What are some skills a second language teacher must possess?
1) _____ 2) _____ 3) _____
3. What are some examples of language problems encountered by Mexican American children?

4. Name four types of pattern drills:
1) _____ 2) _____
3) _____ 4) _____
5. What types of things should lesson plans contain?
1) _____ 2) _____
3) _____ 4) _____
6. What are some possible sources of folklore related to the Mexican American?

7. Name four techniques used for unstructured oral language development:
1) _____ 2) _____
3) _____ 4) _____
8. What are three major items to be emphasized in a pre-school curriculum?
1) _____
2) _____
3) _____



CREATIVITY MODULE
(#12)

TEXAS A&I UNIVERSITY
KINGSVILLE, TEXAS

MODULE CONTENT

Completing the Module (steps to follow)

Performance Objectives

Pre-Assessment

Learning Activities

Module Narrative

Module Filmstrip Script

Post-Assessment

COMPLETING THE MODULE

To complete this module, you have to demonstrate your ability to do certain things. These things are called performance objectives, and listed as "Module Objectives".

In order to decide what learning activities you need to work on, you need to determine what you already know. In order to determine this, an initial evaluation needs to be made. This initial evaluation consists of the following three steps:

1. The candidate performs a self-evaluation by answering a questionnaire pertaining to this module.
2. The trainer evaluates the candidate based on classroom observations of the candidate.
3. Both the candidate and the trainer come to an agreement as to whether or not the candidate needs to gain further competency in this particular module.

Once you know where you are and where you need to go, with the assistance of your trainer, select one of the three learning activities cycles in this module which will help you gain needed knowledge and skills.

If you feel you are ready for the post-assessment, after completing the cycle of activities, decide on the post-assessment procedure with your trainer. This decision should be made with the advise of your trainer. The next step is to decide on whether or not you are competent in relationship to the performance objectives of this module. This decision should be made in agreement with your trainer.

If found to be competent, proceed to the next module on your work plan. If further training is needed select another cycle of activities or create experiences which you and your trainer feel will help you achieve the objectives of the module.

To summarize

1. Review the objectives of the module.
2. Perform the initial evaluation (pre-assessment)
 - a. The candidate performs self-assessment.
 - b. The trainer evaluates the candidate.
 - c. Candidate and trainer agree on conclusions of assessment.
3. Select the learning activities cycle.
4. Complete the learning activities.
5. Decide on post-assessment procedure.
6. Decide on module competence (post assessment).
7. If found to be competent, proceed to next module on work plan. If further training is needed, select another cycle of activities or create other experiences to help you achieve competency.

PERFORMANCE OBJECTIVES
(Creative)

Definition: Candidate provides a variety of culturally-related experiences and media that stimulate children to explore and express their creative abilities.

This functional area and module focuses on providing opportunities for children to exercise their creative abilities, explore and experiment with a variety of media not only through art, music and dramatic activities, but in all aspects of the program.

1. The Candidate will demonstrate knowledge of activities and materials that will enhance creative abilities in children.
2. The Candidate will demonstrate knowledge as to what skills are essential in children in order to foster creativity.
3. The Candidate will demonstrate that he or she encourages creative expression of feelings and ideas that incorporate local culture into music, dance and all other creative activities.

CREATIVE
PRE-ASSESSMENT

1. Place a check before only those acts listed below which you think are creative acts:

- ☐ a. John just completed a complex problem using the method described in the text.
- ☐ b. Helen designed a new cover for the school newspaper.
- ☐ c. Scott made up a new vowel letter for the alphabet, increasing the number of letters from 26 to 27. He made up several rules for its usage. He showed how this changed the present pronunciation of some words.
- ☐ d. The entire class learned all the week's spelling words.
- ☐ e. Jim wrote a poem relating the class members to Greek mythology.

2. Indicate by a check those items below which you think represent creative acts:

- ☐ a. Robert is a master in making unusual works of art from simple scraps of material.
- ☐ b. Marta is an excellent student.
- ☐ c. Juan designs unique bulletin board displays.
- ☐ d. Sam, while playing basketball, made 10 of the 12 foul shots from the foul line.
- ☐ e. Ruben, while working on the puzzles area, was able to work them all in thirty minutes.
- ☐ f. James learned a new way of using the blocks no one had ever thought of before.
- ☐ g. Susan is an excellent clerk typist.
- ☐ h. John told an excellent story that he made up.
- ☐ i. Mary did an excellent job on singing the song.

3. Identify in the following situations, those which you think could contribute to fostering creativity:

- ☐ a. Keep envying the creative people you know. At the end of the day, promise yourself that tomorrow you will start being creative.
- ☐ b. Keep an activity list of how you spend your time. At the end of each day, review what you have done and try to think of ways to improve what you do and the manner and time you spend doing those things listed.

- ___ c. Make a check list for that which you wish to accomplish the next day.
- ___ d. Set simple creative goals for yourself. When these are accomplished, set additional goals and keep working at them.
- ___ e. Using last Thanksgiving turkey wishbone, make a wish to acquire creativity.
- ___ f. Reflect on every action and ask yourself, "Is there a better way to do this?"
- ___ g. Keep the established routine, it is very efficient and comfortable.
- ___ h. Periodically, try something new. Make this a practice.
- ___ i. Search out alternative performances of routine tasks.
- ___ j. Encourage the children to evaluate what they did at the end of each day.
- ___ k. Encourage the children to try to keep the same efficient and comfortable routine each day.
- ___ l. Encourage the children to ask themselves, whenever possible, to ask themselves if there is a better way to do the task.
- ___ m. Provide more field trips. Try to expose children to new environments.
- ___ n. Encourage children to work with new concepts and new materials.
- ___ o. Study the room arrangement. Plan to rearrange and redecorate the room with the children's help.

4. List ten creative traits:

- | | | |
|-----------|----------|----------|
| 1) _____ | 2) _____ | 3) _____ |
| 4) _____ | 5) _____ | 6) _____ |
| 7) _____ | 8) _____ | 9) _____ |
| 10) _____ | | |

5. The following are some actions which have taken place in a classroom. Distinguish those actions which you deem creative from those you feel are uncreative actions by placing a "C" in front of the creative actions:

- ___ a. Tom is not the neatest dresser in the classroom. He occasionally wears his gym sweater inside out. Occasionally he wears a tie hanging out over his crew-neck sweater. He is the first to wear new styles and he quickly dispenses with them when the other students follow suit.

- ___ b. Mary signs her name different on every paper she turns in.
 - ___ c. Jim constantly annoys students by using the same repetitive acts.
 - ___ d. Bill draws the same design over and over on all his book covers.
 - ___ e. Nancy sketches and doodles but each one is somewhat different. The sketches and doodles are becoming more interesting and polished.
 - ___ f. Mike takes his mechanical pencil apart at least ten times a day.
 - ___ g. John takes everything apart and attempts to put them back together.
 - ___ h. Donna is constantly performing skits, dreaming up class plays, and is always organizing something.
 - ___ i. Time makes his own lunches. Each lunch is a gastronomical complexity which he seems to devour with gusto.
 - ___ j. Sue's maps resemble a classical piece of art, embellished with diverse symbols.
 - ___ k. Ruth Ann's compositions are weird but always capture the attention of the class.
 - ___ l. Sam writes about space ships, draws space ships, designs space ships, and builds space ships. The basic theme seems to pervade everything he does.
 - ___ m. Linda makes her own clothes. Some are zany, each is individualistic.
 - ___ n. Gary is always asking questions. None of these are relevant to the topic at hand, but nevertheless he asks numerous questions.
 - ___ o. Don asks few questions, but each is a provocative question.
6. Identify from the examples below only those situations you feel enhance creativity:
- ___ a. The teacher holds an oriental bamboo backscratcher in the air. She asks, "Who knows what this is?" Either she continues probing the class until one student says, "A backscratcher", or she tells them.
 - ___ b. The teacher holds up an oriental bamboo backscratcher in the air. She asked, "How many uses can you think of for this item?" The responses ranged from, "You can use it for a small garden rake," to "You can use it as a device for decorating icing on a cake." The responses totaled 53 uses before the teacher decided to bring the discussion to a halt.

- ☐ c. For the Christmas classroom party, one student suggested that portions of the room be decorated denoting Christmas around the world. The teacher responded, "We usually decorate the windows and put up a small tree."
 - ☐ d. The teacher suggested that the students write a composition about what they did that was exciting over the summer vacation.
 - ☐ e. Prior to the summer vacation, the teacher gave each child a map of the United States showing national parks, fashion centers, outstanding yearly events (for example: forthcoming fairs, world or local), outstanding landmarks of historical interest, and so on. She asked each student to study the map, select an area of the United States he might like to visit and explain why he would want to visit that particular place.
 - ☐ f. As an assignment, the teacher asked each student to bring in a tool or small piece of equipment that seems to serve a puzzling purpose, for example, an apple corer or a unique bottle opener, to see if the other students in the class could identify the instrument or identify its purpose.
 - ☐ g. The teacher prepared a detailed lesson that moved the students through the subject in a very logical order from simple to complex. Not much time was allotted for individual contributions because the schedule was extremely tight.
 - ☐ h. The teacher was well aware of the objectives of the lesson. She knew where she was going, how she was going to get there, and she had an instructional device to let her know when she had arrived at this point. The lesson had structured into it opportunities for the students to regress and reflect on the material.
7. Which of the following questions would aid a student in solving problems? Indicate your response by placing a check in the appropriate space:
- ☐ a. San Royale consists of how many states?
 - ☐ b. This is a picture of Arizona's terrain. Contrast this with Munez.
 - ☐ c. A section of southern Texas borders on Munez. This area has a relatively dry, healthy climate. The average temperature is about 70 degrees and the mean elevation is 1,500 feet. This area has some thorny bushes, cacti, and short grasses. What similar products might come from both this portion of Texas and Munez?
 - ☐ d. What is the population of Munez?
 - ☐ e. Utilizing the facts contained above, in the description of San Royale, describe the potential for Munez becoming a cotton and tobacco-producing state.

- ___f. The border between the two countries (United States and San Royale) is unguarded. San Royale and the United States have had a long history of hostility. Under what considerations should we have an unguarded border there?
- ___g. What is the capital of Munez?
- ___h. Describe the differences and similarities of the people that live on each side of the border as affected by the geographical conditions.

MODULE

LEARNING ACTIVITIES

Competency: Advancing Physical and Intellectual Competence

Functional Areas: Physical, Cognitive, Language, and Creative

Module: Creativity (Module #12)

Skill: Identification

Activity # 1

The trainee will read the Creative Module of the CDA Bilingual-Bicultural Training Curriculum.

Activity # 2

The trainee will view the film corresponding to the Creative module.

CYCLE I

Diagnostic

Activity # 1

Observe and record all the activities in the block area during a 20-minute free play time. Write down everything the children say or do.

After the children have gone for the day, read your observation. Look for the following information:

- 1) What was the most used material? the least used?
- 2) What was the general theme of the play? (building houses, garages, airports, ranches, etc.)
- 3) Were there enough materials?
- 4) If not, where is the shortage?
- 5) Was the workspace large enough?
- 6) Could the children replace the materials neatly, in the proper place?
- 7) Did children of both sexes play there? If not, why not?
- 8) Is there variety in the materials (shapes and sizes of block, types of vehicles, assortment of farm and wild animals)?

Prescriptive

Activity # 2

Using your written observation as a guide, (Diagnostic #1), decide upon three needs in terms of materials or pieces of equipment for the block area.

In deciding on these needs, refer to your observation questions. Where is the greatest needs? Is it in the variety of materials? in work space? Are the shelves marked for easy return of materials to their proper place? If you have enough variety in materials and they are well stored, have you included some less traditional items, like plastic plumbing pipes, floor tiles, plastic tubing or lengths of cording.

If the need is in materials purchase, what is lacking?

If the workspace is inadequate or poorly arranged, rearrange it.

If the children are having difficulty, replace the blocks on other equipment in the proper place and mark the shelves. This can be done by tracing a silhouette of each item onto the shelf.

Implementation

Activity # 3

Using the decisions made in the Prescriptive Activity (#1) and the new materials, rearrange the work or shelf space.

If you have chosen well, the children should have no difficulty using the new materials or understanding the new arrangement.

Assessment

Activity # 4

Make a second observation of the block area and compare the activity to the activity observed in the Diagnostic observation, (#1). Again write down everything the children say or do.

CYCLE II

Diagnostic

Activity # 1

Make a 20-minute observation in the art area, during free play. Record all language and activity that takes place there during the observation.

During the observation, write down everything that is said or done by the children.

After the children have gone for the day, read your observation. Look for the following information:

- 1) What materials were most used? least used?
- 2) Was there enough variety in the materials (different colors, sizes and types of paper, old magazines, fabric, chalk, glue, etc)?
- 3) Were there enough materials for everybody in the area?
- 4) Was the equipment in good working order (scissors that cut clean brushes with all their bristles)?
- 5) Were the glue, scissors, etc., easily available to the children?
- 6) Can the children find and use the necessary clean-up materials?
- 7) Was the work area large enough to seat all the children working there?
- 8) What kind of descriptive language did the children use?
- 9) Did they make up stories about their work?
- 10) Did they show their work to the other children? to the adults?
- 11) Do you have several pairs of left-handed scissors and do the left-handed children know how to use them?

Prescriptive

Activity # 2

Using your diagnostic observation (32) as a guide, decide on three needs in terms of materials, equipment and/or space, the area has.

In deciding on these needs, refer to your observation questions. Where is the greatest need? Is it in the variety of materials available? in the condition of the equipment? in the work space or its arrangement? or in some combination of the above?

If the problem is in the variety of materials, think of some new materials that could be used. Consider especially, free or junk materials like wallpaper, book and egg cartons.

If the problem is in equipment, repair the old or purchase new equipment.

If the problem is in the work space, rearrange the space to better suit the children's need.

Implementation

Activity # 3

Using the decision made in the prescriptive activity (#2) add the new materials, equipment and/or rearrange the work space.

If the children do not seem to know how to use the new materials or equipment, you may join their free play activity and begin to use the new materials yourself. By your modeling the use of the new materials, the children will begin to see their possibilities. If the children are still not using the new materials, review and re-evaluate your reasons for choosing this material.

Using the decisions made in the prescriptive activity (#3) add the new materials, equipment and/or rearrange the space.

Assessment

Activity # 4

Make a second observation of the art area and compare it to the diagnostic observation (#2). Again write down everything that is said and done by the children. Have there been any changes in the children's activity? Are they using the new materials or equipment? How? Is the arrangement of the workspace more satisfactory? Why?

CYCLE III

Diagnostic

Activity # 1

Observe and record all the activity that takes place in the housekeeping area (during 20-minute segment of free play time. Write down everything the children say or do. After the children have gone for the day, read your observation. Look for the following information:

- 1) Around what aspect of family life did most of the play center? (food preparation, husband-wife interaction, child rearing, etc.)
- 2) What was the most frequently used material or piece of equipment? least used?
- 3) What materials or equipment were improvised?
- 4) Did children of both sexes play there together?
- 5) What were their respective roles?

Prescriptive

Activity # 2

Using your written observation of the housekeeping area (diagnostic #3), decide on three needs in terms of materials or equipment that will expand the activity in this center.

In deciding on these needs, refer to your diagnostic questions. Where is the greatest need? If it is in appropriate items of clothing, in food preparation items (dishes and pans, etc.), in dolls or other large equipment (stove or refrigerator, table)? Is the space available appropriate? If you have all the major items (furniture, dolls, pans, dishes, etc.), do you have curtains and rugs? How about empty food containers and plastic bottles?

If the need is in materials, purchase or gather what is needed. Remember many items for the housekeeping area can be obtained for little or no cost, especially used clothing and containers.

Think especially about unique cultural items that are found in the children's home environment. If the space is inappropriate, rearrange it.

Assessment

Activity # 4

Make a second observation of the Housekeeping area. Compare this observation with the diagnostic observation (#3). Again write down everything that is said and done by the children.

Have there been any changes in the children's activity? Are they using the new materials or equipment? How?

Is the new space arrangement more suitable? Why? Are children of both sexes making more use of the area? How?

MODULE NARRATIVE
OUTLINE
(CREATIVITY)

- I. Introduction
- II. Creative Activity in Preschool Classrooms
 - A. Traditional or Conventional
 - B. Non-Tradition or Non-conventional
- III. Variety of Materials
 - A. Deficiency in Home
 - B. Importance of Selecting Materials
- IV. Role of the Teacher
 - A. Observer and Planner
 - B. Participant
- V. A Creative Teacher

INTRODUCTION

Functional Area: Creative Activity

The young child is in a constant state of creative activity. In his mind, he is creating thought patterns and organizational structures that will lead him through the developmental stages to complex, rational and logical thought. In his play, he is creating a world of experiences and adventures that will lead him to an understanding of the society in which he lives and his role within that society.

Furthermore, it is important that teachers of young children understand that when a child learns a new concept or skill he has, in essence, created that skill or concept through his own effort, it becomes his creation. This is true for each child and each generation.

CREATIVE ACTIVITY IN PRESCHOOL CLASSROOMS

If the teacher wishes to maximize this creative effort, she must arrange an environment which encourages and rewards self-initiated exploration and discovery. The arrangement of the classroom has already been discussed in terms of the physical and social needs of the child, now consider the creative needs.

Traditional or Conventional

To the average person, the words 'creative activity' imply a connection to the fine arts, art, music and drama. These activities may be viewed as the traditional or conventional areas of creative activity. Where, in the preschool classroom, might such traditional activities be found? Even the casual observer would be able to spot them in the art and music centers, and what could be more dramatic than the Housekeeping Center.

The activities of these centers follow the traditional pattern. Using materials through his own effort, the child produces a new and original piece.

Much of child's work in these centers takes the form of external display. His paintings or sculptures can be exhibited; a new dance or song can be presented to an audience. The housekeeping center usually presents an ever-changing drama worthy of any soap opera.

For a moment, consider what makes these activities creative. What aspect or material, if any, is common to all three centers? They vary widely in the type of material used, and at first glance may not appear to have anything in common. Looking closer, however, some very important similarities can be seen. The child painting in the art center and the child role-playing in the housekeeping center are both involved in the free use of materials to meet some internal goal or need. Each child is selecting from his experiences with the environment and recreating these experiences in his own unique fashion. No two children, when allowed to freely pursue an activity, ever interact with the environment in exactly the same way. No two children ever paint exactly the same picture in the same fashion even when the subject matter is the same.

Creative activity can, therefore, be viewed as any activity in which an individual, in dealing with the environment, expresses his own impressions of that environment.

This, however, is only one aspect of creative activity, the aspect generally associated with those activities that are the traditional or conventional areas of the fine arts. There is another aspect of creativity to be found in non-traditional activities.

Non-Traditional or Non-Conventional

In the preschool classroom, activities such as math, science, manipulative skills and block play may not be considered by the casual observer as creative activities. The trained teacher of young children knows, however, that indeed these activities require a high degree of creative thought on the part of the child.

In these non-traditional activities, it is more difficult to observe the process of creativity. The product of this activity is often the construction of an internal system or structure rather than an external display. It requires, therefore, careful observation and insight on the part of the teacher in order to identify acts of creativity.

To clarify this concept of internal creativity, consider the following examples. A child is said to have creative language ability when he can generate (or say) a sentence that he has never before heard. Assume that there is a child who has heard the words dog, brown, jump and fence, but never in the same sentence or structure. One day in the park the child sees a brown dog jump a fence. The child turns to his mother and says, "Look mommy, the brown dog jumped the fence." This child has gained creative control over his language. He has perceived an event in his environment and generated or created the appropriate language for that event. It is important to note that he did not invent new words or a new sentence structure but rather, using a learned system of language he created an original idea. The idea is original to that child because he did not copy or repeat what he had previously heard.

Another child has been taught to repeat the numbers 1 through 5 by rote. He says the numbers correctly and in proper sequence but he cannot count objects by one-to-one correspondence. He does not assign one number in sequence to only one of the objects being counted. Typically, when given five blocks to count, he touches and counts some several times and some not at all. One day the child is building a block house, he places the blocks in a row on the floor. He studies the row for a minute and then says, "I have five blocks." When questioned as to how he knows that, he can respond by counting the blocks with proper one-to-one

correspondence in numeration or numbering. As with the language example, the child did not invent new numbers or a new system of numbering, rather, using the system he learned by rote, he created for himself, internally, the concept of one-to-one correspondence.

The uninformed observer might remark that the child was simply repeating what he had been taught. If this were true, the child would have to be retaught every time he wished to count a different object. The child, however, having created the internal structure for one-to-one correspondence can apply that structure whenever he chooses. He can generate or create counting independent of adult control.

Role learning or memorization, on the other hand, does not require the child to form an internal structure that allows for variety in application and is, therefore not considered a creative activity.

To summarize what has been covered so far, it might be said that an activity that allows the child to express his impressions of his environment or that aides him in developing internal structures for dealing with that environment is a creative activity. This is true only so far as the activity allows for individual differences. In contrast any activity which requires rigid adherence to teacher-established standards and/or procedures becomes a non-creativity activity regardless of its intent.

VARIETY OF MATERIALS

What, then, does this tell the teacher of young children about the creative environment in her classroom? Firstly, it tells her that, in order to create, the child must be involved in interaction with his environment. The act of creativity is not passive. Secondly, it tells her that activity is most creative when freely chosen by the child and pursued in his own fashion. (Of course, the teacher must establish social and safety rules for the benefit of the entire group, but these

rules should be few and flexible, as discussed in other sections). A further implication is that the classroom must contain a wide variety of materials.

Deficiency in Home

There are several reasons why variety in materials is necessary. A child from a background of limited resources may not be able, in his home, to receive sufficient exposure to the materials and experiences that aid in developing creative thinking abilities. Family resources, in terms of time as well as money, may not allow for much exposure to materials or viewpoints that are new and different. The child's time for play may be severely limited. He may have duties to the family that preclude his following his own pursuits. It is the responsibility of the school and teacher to provide the child with the materials and experiences he needs, and the time to explore them.

Importance of Selecting Materials

Variety of materials is also important to prevent the child from being trapped into one way of thinking. For example, a child may always build garages with blocks because cars are the only supplemental material provided in the block center. Introduce animals or airplanes or boats and the child will see others used for blocks. Flexibility in thinking allows for the intake of new concepts and the output of new ideas. The creative thinker is a flexible thinker.

And finally, variety in materials is necessary for the incorporation of native culture into the classroom. The child needs familiar items to manipulate as well as unfamiliar. He needs to build concepts and think creatively first about those materials found in his own life. With this as a basis, he can then expand the range and scope of his ideas, his creative powers.

ROLE OF THE TEACHER

In the creative environment, the teacher of young children plays an important role. Her task is to observe, to plan and to participate in creative activity.

Observer and Planner

As an observer, the teacher carefully notes each child's progress. She observes the child's use of materials, the language he generates, the concepts he derives and the level of mental process he uses. Using these observations, over a period of time, the teacher can recognize the changes in the child's thought processes and development of creative thinking.

The teacher also uses these observations as a tool in planning activities and gathering materials. Knowing that children learn best when involved in activities that interest them, the teacher looks and listens for clues about the children's interest. A new baby, a trip to the zoo, or the discovery of a natural phenomenon (like the attraction of magnet to metal) are events that are likely to be of high interest. Such events should be incorporated into the curriculum as they occur.

To use for an example, note how a trip to the zoo can be incorporated into the creative experiences of the child in the classroom. First, in the traditional areas of art, music and drama - the child can reproduce his experience with paint, crayon, clay, styrofoam-packing materials, fabric or colored paper. He can also interpret animal movements and/or noise using appropriate music. The area of dramatic play may be extended to include not only the animals but the persons responsible for the capture and care of the animals.

Realizing all these possibilities for the traditional areas, the teacher would place appropriate materials in each of the areas. In the art center, she may place scraps of leather and fur. For the music center, she would look for records of animal-type music and animal sounds. The housekeeping area would be expanded to include ears and tails for various animals, hats and nets for trappers and food and buckets for the zookeepers.

In the non-traditional areas, the teacher will also include materials relevant to the zoo trip. Rubber animals would be placed in the block corner. Animal puzzles, lacing cards and lotto games would go into the manipulative center. In the science center, the children may start their own zoo. Thus, the teacher has built a wide range of creative experience based on her careful observation of the children's interest and thoughtful planning guided by that interest.

Participant

The third role of the teacher in the creative environment is that of participant. The teacher must be actively engaged in the creative experiences with the children. As a participant, she encourages individuality in thought, stimulates by modeling new approaches to problems or materials. The teacher, through participation, helps the timid child to meet the world and helps the adventuresome explore it.

As a participant, the teacher must be on the same level as the child. A teacher who is always telling the children what to do and how to do it is not participating, she is directing. As a participant, the teacher must be willing to follow the children's lead even though, with her adult perception, she may foresee difficulties. By encountering difficulties of their own creation, the children will learn to think ahead and to plan for alternated courses of action. In pointing out difficulties before they occur, the teacher robs the children of a valuable and necessary experience. As a participant, the teacher must allow children to make and to correct their own errors. And finally, as a participant, the teacher herself must learn to think creatively.

She must learn to view herself as a creative individual even though she may not possess any skill in the traditional areas of creative activity. At the beginning of this paper, the statement was made that the young child is in a constant

state of creative activity. This being so, the teacher of the young child must be and is also in the same state of creative activity. She is constantly creating an environment in which the child can create as best suits his individual needs.

A CREATIVE TEACHER

Being a creative teacher is, by no means an easy job. It requires openness, flexibility, and a spirit of adventure. To be a creative teacher, the mind must be open to input of variety of sources. Exchanging ideas with other teachers gives insight into new approaches and new activities. The observation of the children can lead to novel approaches to problem solving techniques as well as insight into the children's level of thought. A number of professional publications are available by subscription or through the public school libraries. They afford an opportunity to gather ideas from many areas of the country.

The creative teacher must also be flexible. She can not allow herself to become chained to her daily routine or lesson plans. Spontaneous events, like a sudden snowstorm, cannot be written into lesson plans or allotted "x" number of minutes during the day in which to occur. Yet, such an event would cause great excitement among the children. The flexible teacher is ready to drop her own plans in favor of pursuing such an event when it occurs.

And finally, the creative teacher must have a spirit of adventure. She must be willing to explore new territory, to cross uncharted seas. Armed with this spirit of adventure, the teacher can try a new approach for teaching or management or for arranging the classroom. When this is done in the spirit of adventure, even failure becomes a creative activity because it teaches something new. A creative soul must be bold enough to follow through a good idea even if the outcome is not certain.

In summary, then, it can be said that creativity is the essence of the pre-school classroom. It is the foundation of the children's behavior and of the teacher's planning and preparation.

CREATIVE
POST-ASSESSMENT

1. Place a check before only those acts listed below which you think are creative acts:

- ☐ a. John just completed a complex problem using the techniques described in the text.
- ☐ b. Helen designed a new cover for the school newspaper.
- ☐ c. Scott made up a new vowel letter for the alphabet, increasing the number of letters from 26 to 27. He made up several rules for its application. He showed how this changed the present pronunciation of specific words.
- ☐ d. The entire class mastered all the week's spelling words.
- ☐ e. Jim wrote a poem relating the class members to Greek mythology.

2. Indicate by a check those items below which you think represent creative acts:

- ☐ a. Robert is a master in making innovative works of art from simple scraps of material.
- ☐ b. Marta is an excellent student.
- ☐ c. Juan designs unique bulletin board displays.
- ☐ d. Sam, while playing basketball, made 10 of the 12 foul shots from the foul line.
- ☐ e. Ruben, while working on the puzzles area, was able to work them all in thirty minutes.
- ☐ f. James learned a new way of using the blocks no one had ever thought of before.
- ☐ g. Susan is an excellent clerk typist.
- ☐ h. John told an excellent story that he made up.
- ☐ i. Mary did an excellent job on singing the song.

3. Identify in the following situations those which you think could contribute to fostering creativity:

- ☐ a. Keep envying the creative people you know. At the end of the day, promise yourself that tomorrow you will start being creative.
- ☐ b. Keep an activity list of how you spend your time. At the end of each day, review what you have done and try to think of ways to improve what you do and the manner and time you spend doing those things listed.

- ___ c. Make a check list for that which you wish to accomplish the next day.
- ___ d. Set simple creative goals for yourself. When these are accomplished, set additional goals and keep working at them.
- ___ e. Using last Thanksgiving turkey wishbone, make a wish to acquire creativity.
- ___ f. Reflect on every action and ask yourself, "Is there a better way to do this?"
- ___ g. Keep the established routine, it is very efficient and comfortable.
- ___ h. Periodically try something new. Make this a practice.
- ___ i. Search out alternative performances of routine tasks.
- ___ j. Encourage the children to evaluate what they did at the end of each day.
- ___ k. Encourage the children to try to keep the same efficient and comfortable routine each day.
- ___ l. Encourage the children to ask themselves, whenever possible, to ask themselves if there is a better way to do the task.
- ___ m. Provide more field trips. Try to expose children to new environments.
- ___ n. Encourage children to work with new concepts and new materials.
- ___ o. Study the room arrangement. Plan to rearrange and redecorate the room with the children's help.

4. List ten creative traits:

- | | |
|----------|-----------|
| 1) _____ | 2) _____ |
| 3) _____ | 4) _____ |
| 5) _____ | 6) _____ |
| 7) _____ | 8) _____ |
| 9) _____ | 10) _____ |

5. The following are some actions which have taken place in a classroom. Distinguish those actions which you deem creative from those you feel are uncreative actions by placing a "C" in front of the creative actions:

- ___ a. Tom is not the neatest dresser in the classroom. He occasionally wears his gym sweater inside out. Occasionally, he wears a tie hanging out over his crew-neck sweater. He is the first to wear new styles and he quickly dispenses with them when the other students follow suit.

- ___ b. Mary signs her name different on every paper she turns in.
 - ___ c. Jim constantly annoys students by using the same repetitive acts.
 - ___ d. Bill draws the same design over and over on all his book covers.
 - ___ e. Nancy sketches and doodles but each one is somewhat different. The sketches and doodles are becoming more interesting and polished.
 - ___ f. Mike takes his mechanical pencil apart at least ten times a day.
 - ___ g. John takes everything apart and attempts to put them back together.
 - ___ h. Donna is constantly performing skits, dreaming up class plays, and is always organizing something.
 - ___ i. Tim makes his own lunches. Each lunch is a gastronomical complexity which he seems to devour with gusto.
 - ___ j. Sue's maps resemble a classical piece of art, embellished with diverse symbols.
 - ___ k. Ruth Ann's compositions are weird but always capture the attention of the class.
 - ___ l. Sam writes about space ships, draws space ships, designs space ships, and builds space ships. The basic theme seems to pervade everything he does.
 - ___ m. Linda makes her own clothes. Some are zany, each is individualistic.
 - ___ n. Gary is always asking questions. None of these are relevant to the topic at hand, but nevertheless he asks numerous questions.
 - ___ o. I asks few questions, but each is a provocative question.
6. Identify from the examples below only those situations you feel enhance creativity:
- ___ a. The teacher holds an oriental bamboo backscratcher in the air. She asks, "Who knows what this is?" Either she continues probing the class until one student says, "A backscratcher," or she tells them.
 - ___ b. The teacher held up an oriental bamboo backscratcher in the air. She asked, "How many uses can you think of for this item?" The responses ranged from, "You can use it for a small garden rake", to "You can use it as a device for decorating icing on a cake." The responses totaled 53 uses before the teacher decided to bring the discussion to a halt.
 - ___ c. For the Christmas classroom party, one student suggested that portions of the room be decorated denoting Christmas around the world. The teacher responded, "We usually decorate the windows and put up a small tree."

- ☐ d. The teacher suggested that the students write a composition about what they did that was exciting over the summer vacation.
 - ☐ e. Prior to the summer vacation, the teacher gave each child a map of the United States showing national parks, fashion centers, outstanding yearly events (for example: forthcoming fairs, world or local), outstanding landmarks of historical interest, and so on. She asked each student to study the map, select an area of the United States he might like to visit and explain why he would want to visit that particular place.
 - ☐ f. As an assignment, the teacher asked each student to bring in a tool or small piece of equipment that seems to serve a puzzling purpose, for example, an apple corer or a unique bottle opener, to see if the other students in the class could identify the instrument or identify its purpose.
 - ☐ g. The teacher prepared a detailed lesson that moved the students through the subject in a very logical order from simple to complex. Not much time was allotted for individual contributions because the schedule was extremely tight.
 - ☐ h. The teacher was well aware of the objectives of the lesson. She knew where she was going, how she was going to get there, and she had an instructional device to let her know when she had arrived at this point. The lesson had structured into it opportunities for the students to regress and reflect on the material.
7. Which of the following questions would aid a student in solving problems? Indicate your response by placing a check in the appropriate space:
- ☐ a. San Royale consists of how many states?
 - ☐ b. This is a picture of Arizona's terrain. Contrast this with Munez.
 - ☐ c. A section of southern Texas borders on Munez. This area has a relatively dry, healthy climate. The average temperature is about 70 degrees and the mean elevation is 1,500 feet. This area has some thorny bushes, cacti, and short grasses. What similar products might come from both this portion of Texas and Munez?
 - ☐ d. What is the population of Munez?
 - ☐ e. Utilizing the facts contained above in the description of San Royale, describe the potential for Munez becoming a cotton and tobacco-producing state.
 - ☐ f. The border between the two countries (United States and San Royale) is unguarded. San Royale and the United States have had a long history of hostility. Under what considerations should we have an unguarded border there?
 - ☐ g. What is the capital of Munez?
 - ☐ h. Describe the differences and similarities of the people that live on each side of the border as affected by the geographical conditions.

FILMSTRIP NARRATIVE

VISUALS

CREATIVITY

NARRATIVE

MODULE #12

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| <ol style="list-style-type: none"> 1. Focus Frame 2. Texas A&I Frame 3. Title Frame 4. Close-up child 5. Children drawing 6. Boy in manipulative center 7. Girl drawing 8. Children working 9. Children at a center 10. Boy in block area 11. Girl at manipulative center | <p>Texas A&I University, Child Development Associate Training Materials presents</p> <p>Creativity Module #12</p> <p>Creativity is being able to produce ideas, thoughts or products which result from the individuals unique encounter with his environment. In other words it means doing your own thing.</p> <p>These children are drawing a picture of their teacher. Each sketch will be different because each child views the teacher from a different perspective. Carlos' drawing is large and shows a teacher with a big mouth. Rosa's picture exhibits a smaller more feminine person. The same teacher but from a different viewpoint.</p> <p>In order to express creative thinking, children must feel free from outside pressure. Juan usually requires at least 20 minutes at the manipulative area before he can get really interested and let his imagination flow. Careful observation by the teacher will allow as much time as the individual requires.</p> <p>Sandra on the other hand, requires more direction. Her best work and behavior occur when she is given a simple task with a shorter time allowance.</p> <p>It is then necessary to meet individual needs to encourage creative thinking in children. Freedom for some children is enjoyable but may prove frightening for others.</p> <p>Ultimately then, the teacher is striving for a classroom environment which encourages and rewards self-initiated exploration and discovery.</p> <p>Creative thinking is not passive and requires interaction with the environment. Situations must be present to stimulate each child preferably with something he is interested in. Jorge who is fascinated with rockets has built a space station and a rocket at the block center.</p> <p>Dolores does not care for rockets but has been encouraged to make a doll house.</p> |
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12. Shot of block area

A wide variety of materials and the opportunity to use them must be made available.
13. Children playing (Hats)

Materials must be exchanged regularly to allow for flexibility in thinking. After a visit to the firehouse appropriate materials were introduced in the block area. These children are now dramatizing new adventures spurred by the trip and the new materials.
14. Teacher/children

If creative thinking is an important objective the teacher must also change her role in the classroom from being a director to becoming a facilitator, observer and a participator.
15. Children painting

Observing children and their actions helps the teacher to plan activities and materials that they show an interest in. These children expressed and interest in a King Kong movie they had viewed the night before. Their teacher has facilitated their need for expression by providing art materials they they can use to depict their own interpretations.
16. Child

Opportunity will also be available for those who wish to talk about their creations.
17. Block area

Interest has been strong; appropriate materials have been placed in the block center and the housekeeping center. Included are gorilla masks, (which the children constructed) material, a blond wig, airplanes, tails, plastic bananas, etc... This child has constructed the empire state building in the block area.
18. Children in library area

The library center now has various books on gorillas.
19. Boy using clay

Following a discussion on the home of King Kong an island has been initiated for the science center. Each child has selected an activity for the project.
20. Teacher reading to children

During story time, a book dealing with gorillas and monkeys is read to the children.
21. Teacher and children dramatizing

The teacher must be a participator in order to stimulate and encourage individuality in thought. This teacher was chosen to play the part of King Kong. The story outline has been suggested by the pupils. The teacher has provided enough guidance to produce an organized plot that is good for presentation. The flexibility of this teacher has allowed the children's spontaneous interest to guide the curriculum. Observation of the children will inform the teacher when interest in this theme is dying.

22. Child in sandbox

Alma's interest in King Kong has remained consistently high. She has been allowed the opportunity to continue exploring what interests her. Here she is making a replica of King Kong in the sandbox.

23. Children dramatizing

An important technique that encourages and stimulates creative thinking is using open-endedness. Children express what they think and feel not what is considered correct or incorrect. Here the teacher has read half of the story of the three pigs. The children are dramatizing what THEY think will happen now that the wolf has blown both of the houses down.

24. Children dramatizing using masks

Dramatizing is a good creative medium with all age children. Sometimes masks help children be more free with their expressions.

25. Children

Openendedness requires children to think out a logical conclusion and not merely to remember what information has already been given. These children have just viewed Sleeping Beauty and have been asked such questions as: What would happen if the prince had not come to awaken Sleeping Beauty? How do you think the wicked witch felt when she found out she was not invited to the party?

26. Children drawing.

The technique of openendedness can be used with every subject and activity in the curriculum. These children have been given incomplete drawings and have been asked to complete them. Each is encouraged to do something that no one else would think of doing. In this case each child was given a large triangle and asked to make something out of it or use it as a section for a drawing.

27. Teacher with child

Sometimes children are inhibited and afraid to do their own thing. A little guidance and lots of praise should be at hand.

28. Teacher students using bowls

Games are an excellent way to stimulate creative thinking. The teacher here is discussing an everyday object: "a bowl". Her task for the children; to try to think of another way it could be used. One child has suggested it could be used as a swimming pool for a fairy.

29. Children dramatizing

In this game children were asked to cross the room but in a different way. As you can see many different ways will be explored.

30. Child pantomining before a group

Trying to guess the pantomining antics of classmates or the teacher encourages children to observe and stimulates imaginative guesses.

31. Children dancing

In "Where Are You?" several children pantomime the setting and activities common to a place. The others try to guess. Suggestions can be made by the teacher until children are aggressive enough to suggest their own. Here children are pantomining "Where are You?" Other suggestions could be: the grocery store, the circus, the swimming pool, the movies, a restaurant, an ice cream parlor, the park, at school etc...

32. Children

In this game, "What's in the Box?" children are allowed to hold and shake the box, ask questions about contents and try to guess. The teacher is allowed to give clues going from subtle to more obvious.

33. Children at the table

"Who's missing?" is fun and also encourages sharp observation and memory skills.

34. Children constructing puppets

Art is an excellent medium for creative interpretation. Structure must be kept to a minimum to stimulate and promote creativity. For example, these children have been given paper plates to make puppets.

35. Children constructing puppets

An aide will help cut out the eyes and mouths but the design of the puppet will be the child's. Attractive material such as buttons, yarn, ribbon, colored construction paper, cotton, popsicle sticks are set up to stimulate the pupils creative response and the final product should be uniquely his. Anytime you have everyones project looking the same you have not stimulated creative thinking.

36. Child painting a rock

Creativity cannot be expected to flourish without stimulation and encouragement. Creative teaching must become a reality in our schools. It must be introduced before inhibitions set in. That is, the preschool child must be allowed his opportunity for total development. He must learn to process information and work toward logical interpretations to survive in our rapidly changing world.

37. The End

Credits